

Public Libraries

MONTHLY

Vol. 30

November, 1925

No. 9

Soundings in the Library World¹

Charles F. D. Belden, librarian, Boston public library, President of the A. L. A.

During this year of the American Library Association's fiftieth anniversary the general public as well as those in the library profession will hear and read much of the astounding progress and development of American public libraries, since the little company of enthusiasts effected the national library organization in Philadelphia in October, 1876. For the most part, there will be ample justification for such praise as may be extended. Those of us who have our progression at heart know, however, that the progress made during these fifty years of organized library activity is a beginning only. The long advance has been marked by the gradual development of a fluid, ever changing activity, to the extension of which one can see no limit. It is not my purpose to recall to your attention the outstanding library accomplishments of this period. It will be more profitable to consider some of the problems immediately confronting the librarians of the country, as seen from the standpoint of a single library. For this purpose, I shall step out of my character as president of the association and speak merely as one of the many perplexed librarians who are questioning the future of our profession in the light of its past. Seen in the large, the library movement is a steady progress; but it is in the individual library that the problems, in the main, must be faced and painfully worked out, one by one.

What, then, of the future? What new or enlarged activities are to engage our attention? How is library extension in a big way to be accomplished? I say big because of the fact that some fifty millions of persons within the borders of the United States alone are still without public library facilities. How is the profession to adapt its technique so as to give quicker and better service? How may the public library with boundless possibilities be "sold" to the general public and to the business world in particular? How may appropriations more adequate for the necessities of the public library be secured? I cannot satisfactorily answer these questions, but I firmly believe that a second enlargement of the library life of the country is at hand. The time is ripe and members of the profession appear to be alert, and for the most part, ready to follow wise leadership.

Librarians, by precept and example, have ever been mindful of the necessity of service to the public. The gathering of books and other library material, their proper and convenient housing, suitable catalogs, guides and indexes, have all been in the way of preparation for a ready, direct personal service. Times and customs change. The service of last year does not satisfy the demands or opportunities of this. But the call to service is ever insistent and must be met. Has any librarian read with indifference or calm contentment Mr Dana's Note to Newark readers, which has been given so great

¹The second part of President Belden's address, used at October library meetings.

publicity this past year? Our outspoken but none the less genial colleague of New Jersey always says in a compelling way something worth while. Would that there were more like him! He conclusively demonstrates that the mass of print read by the people of this country is so great as to make the reading which is done through the public libraries seem an almost negligible quantity. What is read would doubtless not be the first choice of a trained librarian, but the fact remains that the mass of our people are obtaining information and instruction from printed matter of their own choosing. Librarians, whatever they may have been in the past, can no longer be said to be a factor of great importance in the daily life of the mass of our citizens. What must the library do to regain its lost prestige in this aspect? How may it broaden its present influence? These questions may seem to contradict the fact that libraries today offer the public books, pamphlets, periodicals, newspapers, in greater quantity, coupled with more expert service, than ever before in their history. The truth is, however, that libraries have not kept up with the growth of the population or the output of print and the demands for information of every sort. I believe that long before the close of the next half century the attitude of the library toward the public will be quite changed. Up to the present, with comparatively few exceptions, the library has been passive. If the public came and made use of what the library happened to have, well and good. If the public remained away or if certain elements of the public were unserved, the library itself was unconcerned. This attitude of aloofness is rapidly passing and the time will soon come when every library of standing will have a publicity expert on its staff to assist in making known its contents and its possibilities of service. Indeed, the chief emphasis will be laid on service to the public—service of types some of which are not yet dreamed of. Libraries will be information distributors as well as places for the lending of books and other printed material. This must be so if the library is to make its appeal to

men and women of affairs, if it is to receive in a larger measure their moral and financial support. What do the average trustees, eminent and admirable citizens though they may be, know of the possibilities of their libraries or of the library profession? Librarians have not even "sold" their libraries to their own boards of trustees, let alone the public at large. Is not this evidenced by the small number of trustees who are members of local library clubs or the national association of librarians? It is usually a difficult matter to provide an alluring meeting for a trustees' section; and even with a good program, it is almost always a discouragement to find in attendance at the meeting a mere sprinkling of those good people who have so largely in hand the possibilities of progress in our several institutions. Might not a committee on trustee membership of the American Library Association serve a useful purpose?

"Service to the public" is an old slogan frequently used by libraries, but there is service and service. I anticipate the time when a library patron will not be permitted to leave the library without having received satisfaction, immediate or potential. I conceive the several departments of the library—art, economics, history, science, etc., etc.—presided over by trained and gracious experts who can guide and direct the inquirer to the solution of any problem, the answer of which may be found in writing, in type, in print, or, failing this, who will direct the inquirer to some other, if not to the original source of knowledge. Experts and their assistants will *know* books and source material. The library should be a great laboratory where knowledge and information may be sought and found, in addition to being the pleasant and profitable browsing ground for those in search of polite literature. I am inclined to believe, indeed, that fiction will have a less important, if not a negligible, place in the great libraries of the future. Naturally there will be "samples and selections," at least, of the best and tried fiction for the student and investigator, but the reader of the novel of the moment will seek his or

her mental stimulant or sedative from the nearest lending library of current fiction.

Not infrequently I question whether for the convenience and practical usefulness of the average patron of the library our present card catalogs are all that they should be. So often when a would-be reader is unable to get the particular book desired I find him quite disinclined to use the modern technical card catalogs. Its use necessitates, in so many cases, the looking over of so many, many cards, the reading of so much irrelevant matter. Too frequently the result is utter confusion and discouragement. I am naturally a staunch upholder of the work of scientific bibliographers—Their technique is superb and the results of their labors for the bibliophile, the research worker and the careful student deserve all credit. But for the general reader without special training—the person in a hurry—a simpler way to the books must be found. Even if an inquirer should desire an idea of the size of a volume, it surely is not necessary to be obliged to read the following, an example chosen at random:

2 p. 1., iii-v p. 1 I., vii-xiv, 276 p. illus. (incl. ports.) 6 plts. (old. map.) 21-1/2 cm. (*An actual entry.*)

Neither does it seem necessary, as in a recent experience of my own, to turn over 19 cards to obtain casual information about one small set of books. Again, is it necessary always to give the full and often involved title of a book? Remember, I have in mind the value of a card catalog for the average person who would consult the average book and in ninety-nine out of one hundred times the recently published book. The technically perfect card catalog in large libraries when used by the average reader is only a promoter of general obfuscation. Let us simplify the title and yet retain the identification of the volume. In a note, inform the reader as to its scope and worth; when necessary, give references to a book or books, less or more technical or of better standing; refer to bibliographies; state the highest authorities on the subject. Let us separate the books of the last five, ten or twenty years, as may

seem best, from the books of an earlier period. Of course, I am not suggesting that the present highly technical and scientific system of cataloging be given up, but that it be supplemented by an independent system that will make its appeal and be of ready aid to the busy average man and woman and child who would make use of the library's possessions.

Given time and patience, I believe that the problem of the reading and the use of books will be met. It will doubtless always remain difficult to supply books in sufficient number to meet the demands of an eager public. The stress in the development of library administration during the next generation will be laid on the assembling and ready presentation of facts not only discovering and making easily available the information to be found in books, but culling it from all manner of print. Facts in our busy, work-a-day world are all important. Supply facts and the support of the working world at least is won. I think it will not be denied that if public libraries had been in a position to supply information in the form demanded and without undue fuss there would have been no necessity for the great growth and development throughout the country in recent years of the special or business libraries. Personally, I have no fear that the library profession will ever permit any cultural, artistic or other factors that will bring "sweetness and light" into life, to be neglected or forgotten.

Massachusetts is a small state. Its libraries, public, private and institutional, are, as you know, innumerable. Its public libraries and their branches if evenly distributed would be in sight, if not within hail, of each other. In the public libraries of the commonwealth (420 in 355 cities and towns) there are some 8,146,000 volumes—good, bad and indifferent. In the public libraries of the Boston metropolitan district (40 in number, exclusive of branches) there are some 2,853,000 volumes. In the college and university libraries in the same metropolitan area there are some 3,000,000 volumes and a million

more if the State library, the Boston Athenaeum, the Boston medical library and the General Theological library are included. The number in the 111 and more special libraries is unknown. It is safe to assert, however, that there are between fifteen and twenty million books in the libraries in Massachusetts.

A state law authorizes inter-library loans among public libraries. The libraries of the colleges and universities are liberal in permitting the use of their books. Many of the private and association libraries and the special libraries permit, so far as practicable, reference use of material on the premises. Inter-library telephone calls, of course, are constant. There is spirit of coöperation; there is, I believe, ready and obliging service, and most gratifying it is to find that increasing use is being made of the service offered.

The division of public libraries of the State board of education (formerly the Free public library commission) supplements the work and activities of the small libraries. The functioning of the public libraries in the commonwealth approximates in more aspects than would be believed a modern county library system. Heaven knows we are far from perfect! In spite of our possessions, we lack books and books and books, especially those of recent issue. I include in this want everything in print that can properly be made use of in a library. We too often lack a trained and experienced personnel in libraries great and small. We lack a broad vision and push and almost everything else in a measurable quantity, but, praise be, we grow, we learn, we improve, and there is justification for congratulation when it is remembered that the first free public city library supported by taxation, the Public library of the city of Boston, was not established until 1852.

I have called attention to Massachusetts libraries because in that common-

wealth there exists so admirable an opportunity for centralized service—a service at present practically non-existent. It will be of interest for you to know that when the State library was in want, a few years ago, of additional shelf room, the possibility of a central storage book warehouse for the convenience and relief of the large libraries in the Metropolitan area was actually considered by the state authorities and preliminary plans for such a building were submitted. The present economy wave even then was in flow and the State library found temporary relief for certain of its collections in the State house basement. Here, however, was the germ of what I believe to be the next great step in library economy—a storage book warehouse containing the books less frequently called for, assembled from the neighboring libraries and available on call within a reasonable time or open to the research student in study rooms or reserved alcoves, when a series of documents or many books are in demand. What an opportunity for libraries in the coöperating group to avoid the over duplication of material, to give relief to their shelves, to simplify their several administrations!

It would be possible to go on indefinitely pointing out an idea here, an experiment there, a definite achievement somewhere else. The point is that our libraries are alive and alert. Problems crowd upon us, but there is courage with which to meet them and patience and vision with which to solve them. The libraries are moving forward, and just ahead of them moves the American Library Association. In this jubilee year, as we take account of stock, let us realize that we are merely gathering strength for a fresh start, with a momentum which shall carry the libraries during the next fifty years into a position of active and unquestioned leadership in the intellectual life of the country.

Outside Reading for the Children's Librarian¹

Susan T. Smith, librarian, Public library, Sacramento, Cal.

The term "outside" reading does not signify to me the recreational reading indulged in by many readers but the reading of books, necessary to the pursuit of her craft, done outside of library hours by the children's librarian, because, forsooth, she is granted no time to do so while on duty. According to my interpretation, this field of reading is vast and practically unlimited in scope, leaving little time during leisure hours for the social and recreational needs so urgently stressed by one of the speakers, unless she happens to be one of the really, truly children's librarians, born under the star that shines on the bookland of childhood and has grown to woman's estate with a soul steeped in the children's classics of all ages. Then her efforts need extend only to the newer books and subjects of interest to a worker among children and parents.

To secure this inheritance of a literary background, she must first choose her parents—a mother or father or both—who have not forgotten the joys and sorrows of their own childhood, especially as related to books. Already speakers at the round-table have emphasized the influence of the home library on the development of great men and women. So, I am sure you are agreed that the children's librarian must not select a parent who fails to remember his or her rapture over Howard Pyle's Merry adventures of Robin Hood; Swiss Family Robinson; Hans Andersen's fairy tales or the Alcott stories, and who has given these old friends a place of honor on the bookshelves by the fireplace where they make new friends with the books of the present generation.

One of my favorite sources for talks before the Parent-Teachers' association on the selection of books for children is the Autobiography of Theodore Roosevelt which in its many pages has innumerable references to the pleasure and

profit he found all through his life in the reading of the best books. Isn't it in "Books in black or red" that Edmund Lester Pearson tells of a great friendship that developed from a casual conversation on a Pullman train between Mr Roosevelt and some other famous man when they discovered that each had read Davy and the goblin when it ran serially in *St. Nicholas*? If one is on the lookout for them, any reader may chance upon similar references to childhood experiences in books. H. G. Wells, in *Tono Bungay*, surveys the whole enchanted world of legend and history which he, when a boy, found in a well selected library. He emphasizes the information it gave him and its influence on his later interest in government and the social fabric of our civilization. Possibly it may have been the incentive for his popular Outline of history, with which he hoped to arouse in the ordinary reader a similar curiosity as to the effect of earlier peoples and places on our modern life.

It is in Education for democracy by Dallas Lore Sharp that one finds the most inspiring example of the right kind of parents for a children's librarian (only, unfortunately, his children seem to be boys). In a home far from the restrictions and disturbances of city life, the mother and father began the systematic work of educating their first born. A picture of John Gilpin in a magazine advertisement raised the question, "Who is he and where is he galloping?" "Down came the old leather bound Cowper and away went the five-year-old to Islington, to Edmonton and Ware, then short about, back over the road again

Nor stopped till where he had got up
He once again got down.

Gilpin rode the calendar's horse that day. Neck and neck with him on Pegasus rode the boy, conscious for the first time in his small years of the swinging rhythm in the gait of the steed and the beat—the beat—of the golden hoofs." This first lesson was followed by other poems, by

¹Presented at meeting of Children's Librarians' section, A. L. A. conference, Seattle, July, 1925.

myths and legends, fairy tales, history, biography, the great classics and fiction, much of it read aloud before the fragrant fire before going to bed.

If the children's librarian is thus equipped with the proper literary background, both inherited and cultivated, she should have developed in her a love for children's books that will never desert her and an imagination that will but ripen with the advancing years. For the children's librarian must be youth incarnate no matter how many years have passed over her head. Or how else can she chuckle with glee over Dr Dolittle or Synthergen or become absorbed in The great quest or sense the lyrical charm in Milne's When we were very young, finding in them the same spirit that prompted Alice in Wonderland, Treasure Island and the Child's garden of verse. Only with a child-like appreciation will she be able to discuss and recommend the new as well as the old to her various adopted progeny.

There are some, I fear, who talk down to children about their reading or adopt a Pollyanna standard, choosing only the good and sweet, the true and the practical, those with a highly moral flavor or the ones that have passed the acid test of time as to what constitutes a classic, forgetting that Tom Sawyer and Huck Finn, now on all recommended lists, were banned a generation ago.

Children have the same instinct for the current and the modern as adults. Rapid transit, moving pictures and radio have changed our entire outlook on the world and the children's librarian must be ready to meet this change in her choice of the new books, recognizing and accepting the modern note whenever it appears. Reading these to get their flavor is one of the first duties in her outside reading. Obviously she cannot read them all but must depend upon the opinions of those competent to evaluate. The selections in the *A. L. A. Booklist*, though far too short, are reliable. Anne Carroll Moore of the New York public library has a page each week in the *Herald Tribune—Books*—which occasionally appraises recent publications but more often serves to refresh

the memory as to the special qualities and charm of the older literary favorites. One needs discretion in the use of Miss Moore's lists as she sets a very high standard and frequently her choice will not appeal to the child of average reading tastes but is safe to use with children having a fine literary appreciation. Miss Moore's comments in the *Bookman* once or twice a year are confined almost entirely to an evaluation of the new contributions in the field of juvenile books. May Lamberton Becker in the *American Girl* has lists for Girl scouts that are suggestive and useful in selecting for special subjects. The children's page of the *International Book Review Digest* has not impressed me as being of value for discriminating selection. The books are often over-rated and the reviews sometimes smack of commercialism. But there have been some excellent criticisms of a single book or group of books covering the same subject.

There are several libraries that issue monthly or quarterly bulletins containing annotated lists of children's books. These and the Carnegie (Pittsburgh) *Children's Library Lists* should receive special attention from the children's librarian and be checked with her own accessions and order lists. Lists for special occasions are also suggestive for purchase. The *Horn Book* published by the Bookshop for Boys and Girls four times a year is especially valuable for information about the standard authors and their writings, which may be used for talks to children and adults.

Books on children's books and reading by Clara W. Hunt, Anne Carroll Moore, Frances Jenkins Olcott, Montrose Moses and others should be used frequently for inspiration and suggestion. Katherine Robinson's work on writing children's books is worth more to the librarian than to the prospective author. There are frequent articles in the magazines, all of which should be read for new viewpoints. A recent one in the *North American Review* urged the throwing off of old traditions and prejudices and the accepting of new standards of literary value.

PUBLIC LIBRARIES and the *Library Journal* give the latest development on

this special field of interest as well as of library work in general. With these ends the list of what might be termed "inside" information rather than outside reading.

The children's librarian is expected to understand child nature, the tastes and instincts of certain ages, and be able to place the right book in the right hand at the right time. She is not only the "library teacher" continuing his education after school, but she often has to furnish a substitute for home influence. For the solution of these, she turns to the best authorities on the psychology of child life. Instead of spending a frivolous evening playing bridge or seeing a movie, she turns on the electric light to peruse one of G. Stanley Hall's books on adolescence, or a recent study of parenthood and child life, or seeks an explanation of the gang instinct in the boy in Jane Addams' *Spirit of youth and the city streets*.

But the child is not the only member of the family who needs her care and attention. She frequently has the parents, themselves, on her hands. There are those who come to the library to select books for their children to read, others who wish help for parent-teacher work—the latest information about wading pools in parks, hot lunches, what to do for the undernourished child, how to eliminate the corner grocery which has such a bad effect on the stomach and morals of the growing young people. So she must read *Child Life* and the P. T. A. bulletin to keep herself and the parent posted on the latest developments in social welfare work and have close at hand reading lists for all ages and tastes. "What books can do for you" by Bennett, and the compilation of May Lamberton Becker's sprightly and stimulating articles from the *New York Post* are of great value in selecting books for the junior high-school age. The graded lists for children and high schools published by the A. L. A. are a frequent help. To fortify herself against the parent who does not believe in fairy stories or any tale that has killing in it, the children's librarian will find the little book, *Nursery rhymes and tales* by Henry Bett, a real friend in need. It may comfort

the mother to know that the giant or ogre or witch or wolf who has the desire to eat the hero, the little boy and girl or the grandmother, is simply the remembrance of a time when primitive men were cannibals and ate their enemies as some savages do to this day. Pattee's *Tradition and jazz* proves that the young people of today are not going to the dogs, and his chapter to Hamlin Garland should be given to every parent who thinks so.

As many of the parents do not come to the library, it will be profitable for the children's librarian to use her afternoon off visiting the neighborhood from which come many of her readers. An observation of their home life will guide her in adapting books to their needs.

To read of children in books is a vastly entertaining as well as illuminating pastime for the children's librarian and the field is practically unlimited. First of all are the autobiographies—Roosevelt's has been mentioned. Chapters from childhood by Juliet Soskice paints a fascinating picture of a child born to the royal purple. *The heart of a child*, by Richard Jeffry, and *Father and son* by Edmund Gosse are two books that reveal the delicate, sensitive spirit that dwells in every young child.

Besides biographical material there are those delicious and delectable children in fiction. Penrod and Sam, Emmy Lou—do you remember the day she was forced to attend a funeral as one of the chief mourners? Are you acquainted with Mrs Handsomebody and her conscientious misunderstanding of the three little English boys placed in her care in *Explorers of the dawn*? Have you forgotten Mrs Wiggs or Lovey Mary and her classic remark about the hare-lip? Or the charm of Kenneth Grahame's *Golden age*—all depicting children from the grown up point of view? There is a fine study of adolescence in Jean Christophe and a valuable insight into the reactions of a boy and girl in those companion volumes by May Sinclair, *Mary Olivier* and *Arnold Waterlow*. Hugh Walpole's "*Jeremy*" and "*Fortitude*" picture some of the tragedies that loom so large in the life of

every child. These are but a few of the many the children's librarian will want to read.

To keep up her courage and retain that very essential quality needed in a children's librarian—humor—she needs to dip into *Life* and *Judge* every week or take an occasional fling at Will Rogers or Ring Lardner. As a slight relaxation, if she cares for that style of literature, a good mystery story now and then will finish off an evening nicely and put her into a more sympathetic mood toward the girls who want nothing but Seaman. But I can't quite bring myself to suggest that a western story might be a good mental discipline, although it is a spirit that pervades most of her boy readers.

With all of the various lines of reading mentioned, other outside interests still remained untouched—the study of vocations so as to be able to advise the older boys and girls, ornament and design for the posters to be made, publicity writing for newspaper articles, effective advertising, a good manual on how to make a speech, for the children's librarian will find herself called on frequently to give

talks to clubs and schools. Then if she is the kind of children's librarian I think she should be, her imagination is her chief asset and there are authors of rare charm who delight in leading their readers to a dizzy height in the world of make-believe. Martin Pippin in the apple orchard and Prisoners in fairyland are two that have a special appeal. Padriac Colum's Folktales of Hawaii, Tales of silver lands, and Paul Bunyan, all of recent publication, are capable of transporting us back to a new land of folk lore and myths.

Recently President Butler of Columbia made a statement of significant value to a profession promoting adult education. He said, "Guidance in the right use of leisure is vastly more important than vocational guidance." The privilege of guiding the leisure of the future men and women is granted to the children's librarian. I am sure she feels there is none greater, and if her "outside" reading is done at the cost of her own leisure, it is worth the sacrifice for she is creating the "spirit that enables men to climb above stuffiness of low levels, above a denuded machine-like power to the way of life."

Traffic Signals for the Children's Librarian¹

Mrs Gladys S. Case, Public library, Los Angeles, Cal.

You may know the facts that I am going to present far better than I; then your support will strengthen the case I state. If on the other hand, your experiences and mine do not tally, please remember that I am hitting not at you, but at some of the ideas or ghosts which still haunt the name of children's librarian even at this day and age. It seems unnecessary to state to this enlightened assembly that children's librarians are not all pretty (no objections to that), are not all young (we all start that way), are not all storytellers, and that they are not a luxury on the staff of any sized library but an abso-

lute necessity. Yet less than a million miles from here libraries still exist where a high-school girl comes in after school or a sweet, preferably pretty young woman who loves children is in charge of the children's room, where on the shelves may be found all the series from A to Z. Probably the children will love her—if she really loves them and is kind to them. Probably they will clamor for everyone of the series—provided it be sufficiently exciting. But is it enough? Is that what the city tax money is for? Is that what a city library is for? The library is there to satisfy and supply a definite need—what is it? The children's librarian is there to satisfy the needs of the children. What are they in terms of

¹Presented at meeting of Children's Librarians' section, A. L. A. conference, Seattle, July, 1925.

books and reading? The schools teach the mechanics of reading; they cultivate a mental skill in each child which is developed or undeveloped according to the peculiar circumstances of his birth, environment and educational opportunities. What part does the library play?

At the invitation of one of the supervisors of the City schools, I attended a fourth grade class in reading. The supervisor herself took the class. The first thing she said was, "Why do you learn to read?" This was a poser and took serious thought. At last one little boy held up his hand, "Because, if you're in an automobile and you couldn't read the signs, 'Stop and Go,' you might have an accident." Another little boy, encouraged by this, held up his hand, "Because if you're in a street car and the conductor put you off at the wrong street you'd be lost." A third little boy said, "Because if a telegram came to the house, if you couldn't read, you wouldn't know what happened." And a fourth, "If your father lost his job he wouldn't know where to look for another if he couldn't read the newspaper." All practical reasons based on actual experiences, experiences outside of school.

As the child progresses in school he will find more and more uses for reading in school. He will read to solve problems—he will read for credit—for delight. He may read books every step of the way. He may do this and stop studying, stop reading the minute he leaves school. Why? Because reading was a school activity which served a purpose in connection with school—not the life outside.

Or because the appreciation of reading—and to appreciate means "to be fully aware of the worth of"—had not been developed and its worth proved in his actual experience.

If reading is to connect with life, the child must experience it in school and out.

The city provides the public library as the place outside of school where may be found books and the service which will contribute to the enrichment of *living*. Coöperation between school and library authorities unites and provides oppor-

tunity for a continuous contact with books within the school and without. Coöperation between teacher and librarian makes possible the development of the highest sense of appreciation of reading, that which translates dreams into action and sets one's face in the direction of the high road.

In the brief space allowed me I can do no more than touch upon these needs. The fascinating subject of developing reading appreciation in children is a whole topic in itself so I must content myself with illustrations from our experiences in Los Angeles, which includes in its 42 branches a wide variety of types ranging from beautiful Hollywood to crowded East Side and small sub-branches in the outlying districts—experiences which could be duplicated in any part of the country.

Near one of our larger branch libraries was an unprogressive school to which was assigned a school counsellor who believed in libraries. The children were so far below grade that the sixth grade could not read the fourth grade state reader. The children's librarian was asked to help. What to do with them was the problem. There was no use talking about the arrangement of books—the children didn't care about libraries—about books—they couldn't read them. What did they care about? That was what the children's librarian proceeded to find out in the weekly visits that followed during the rest of the school year. What success she attained in working step by step toward developing an interest in reading on the children's part can be judged by the remarks repeated to the children's librarian by a substitute teacher. She said, "I didn't remember about library day but the children reminded me. They look forward to coming as they do to Christmas—they wouldn't miss it for anything." The teachers reported that the reading comprehension of the entire school was raised to a remarkable degree, that discipline was improved and that the children were reading voluntarily. The children's librarian also knew this and the circulation records from this room bore ample proof that a knowledge of educa-

tional principles, a love of children, knowledge of books, faith in what they had to give them, met an existing need—a service which could be measured in terms of dollars and cents in return to the city.

Again I visited a small branch one day to hear the children's librarian give instruction in the use of the library to an eighth grade class from a distant school which had never before visited the library. The teacher had assigned topics to be looked up and had previously given them to the children's librarian. The lesson on the arrangement of books was put to practical use in looking for the books containing the topics. Each member of the class was given a slip of paper with the name and number of the book and told to find it. If any of you have had a class of that kind, you will appreciate the confusion that followed. Apparently a book other than the familiar textbook or encyclopedia at school was a strange creature. Even after the book was found, what to do with it seemed to be the attitude. The children's librarian apologized for the lesson. She didn't need to. It was a good thing for me to have seen the class. These children were going to graduate at the end of the term—some to go to high school, others were through with education except what they were to get for themselves outside of school. Talk about adult education—what kind of citizens were these boys and girls going to make, who had no idea of turning to books for information, no idea that libraries hold a wealth of ideas—their heritage from the past by right of taxes in the present. Then we wonder that the non-fiction circulation is not larger! These children were merely normal healthy youngsters who needed experience in handling and using books. Return visits opened up a new world to them. Topics became fruitful in content and the individual interests of the children were revealed in their selection of books to take home at the end of the visit. The class came three times and at the end of the last visit one boy wrote his experiences in finding a topic at the libra-

ry, ending it with, "It was a great help and I see what a library does for the community which it is in."

Fascinating things can be done with classes of gifted children—gifted in health, in background, in traditions of learning. Theirs is a different problem. Their reading may be a habit or it may be a very real appreciation of the fine, the good and true in literature. A habit implies an unthinking process, and a habit, even the reading habit, may not be a good one. I am quoting from life, and this one comes from the story of the life of one of our presidents. "He was a boy in his teens; he read everything he could get hold of and enjoyed it. He read sitting down; he read standing up; at times he even read standing on one leg 'like a pelican in the wilderness.'" The books he devoured ranged from tales of the wildest adventure to Little women. The old epics thrilled him. The heroes of the ballads were still *his heroes*, more ardently than ever he wanted to be like them. And then something happened. For one day he picked up the Dramatic romances of Browning and read *The flight of the Duchess*. He had not read far before he came on a description of a young duke—

the pertest little ape
That ever affronted human shape.

and this was the duke's ambition—

All that the old Duke had been without knowing it,
This Duke would fain know he was without being it.

In other words, the duke admired his ancestors and wanted to appear to be like them without making any effort actually to be like them.

Those lines pulled Theodore Roosevelt up sharp like a lasso. He felt discovered. He, too, had had his heroes—or had he wanted merely to appear like them? Those lines made him unhappy. They pursued him, taunting him. Then one day he suddenly discovered that a new resolve had taken shape within him. There was no harm in dreaming but henceforth he would not be satisfied unless, even while he dreamed, he labored to translate

the dreams into action. This was a very important resolve. It gave Theodore Roosevelt back his peace of mind and set his face in the direction of the high road (Hagedorn's Boys' life of Theodore Roosevelt). He discovered that reading, so far from being a receptive act, was a creative process and a life of purposeful activity was the natural result of this using of the talents entrusted to him by the Master.

Why do you learn to read? That question had haunted me. I had answered it to myself in many ways. But not until I heard Mrs Winter, past president of the Federation of women's clubs, address the Literature division at the Biennial in Los Angeles, was I wholly satisfied with the answer. Mrs Winter began: "In the beginning was the Word and the Word was with God and the Word was God." She said she had pondered this saying many times in her heart, also the saying "that the Word was made flesh and dwelt among us." What could this mean to her and her children? She began to look for the Word or God in everything she read. She began to see that literature was the Life—the Love which is God. She began to realize that the Word was made flesh to the degree that she and her children perceived and manifested this word in their own lives. I cannot give you Mrs Winter's words but for the inspiration which they gave me I am most deeply grateful.

The little appreciation classes held in the library are so far from that beautiful interpretation as given by Mrs Winter that you may not see the connection, but they are not little detached atoms of activity, they are a part of that great universal progress toward the light—the light of spiritual understanding, working through the medium of the book.

A knowledge of the books themselves and how they may best function, a faith in the power of the Word and its interpretation in human affairs gives the librarian a wonderful wealth to disburse in her community. Parents want the best for their children and the librarian is performing a signal service to the American

home in being able to tell the mother a book to fit the special needs of her children, to lend it to her from the library and to recommend it for purchase for the home. Mothers who believe in the power of books give heartfelt thanks for this sort of service and their number is increasing daily.

The librarian, the children's librarian who knows books, can see the difference between the real and the unreal in children's literature clearly enough to show it to others in personal talks or before women's clubs and parent-teachers associations, can verify her statements by providing the best of the old and the new at the library where all may see and examine for themselves. For she realizes that the problem of indiscriminate book-buying will cease in proportion to her efforts to educate the public by practice and by precept.

Coöperation with schools, libraries and booksellers, with the assistance of Boy scouts, women's clubs and the P. T. A. resulted in 4000 children buying books during Book week last year. How was this accomplished? By the power which we possess to prove what we know. Librarians and teachers, realizing what books had contributed to their own lives, audibly acknowledged their indebtedness and gave practical proof of their gratitude in talks about books, exhibits of books—old and new—but treasured as friends. What wonder that books became something to be loved, to be cared for, and to be desired. To earn a book was a progressive definite step in the experience of the child toward the appreciation of books.

Coöperation with social and civic organizations represented by the Associated Boys' council brought books to the attention of 50,000 boys during National Boys' week. A library day was appointed and every boy in Los Angeles from the fifth through the twelfth grade voted for "a book no boy should miss." The tremendous interest in books aroused by this voting will not stop with Boys' week for each boy did intelligent thinking in applying the measuring stick of "worth while, alive, interesting," to his book. It is significant

that the schools rating highest in quality of selection were those that enjoyed library service within the school or from a branch library, showing beyond any question of doubt the value of libraries in developing reading appreciation.

A popular slogan of today is "Better and more." We are sure of the *more* but are we equally sure of the *better*? It is important that only the best books be made available for children.

The most valuable asset the public library has is its book collection. In the eyes of many people, the book collection is the public library. When three *new* branches, differing as to size and locality, and one Carnegie library of the aforementioned kind were added to the system within a few months, you can well understand that we had a problem on our hands. Because the librarian and board realize that a library cannot function in a community without the right books for children as well as adults, the book selection for the smallest branch must be most carefully made. With the help of the A. L. A., H. W. Wilson, Pittsburgh, and other catalogs, lists and courses of study, we have been working out "minimum essential" book orders for three sizes of branches. Working with a given percentage of three stated amounts, each children's librarian has specialized in one class of books, contributing her knowledge to the common good. This provides for the installation of new branches, for the order of growth within the branches and serves as a check list for all branch collections. It has enriched our own book knowledge and raised the standard of our book collections all over the city, at the same time increasing the efficiency of our service to children.

I have cited a few examples which dealt with situations right at hand and which we were able to carry through because of the vision and splendid coöperation existing between the school, the library and other civic and social bodies. There is a tremendous pressure from the schools due to the change in educational methods. Participation in Children's Book week, in Boys' week, coöperation with Boy scouts,

women's clubs, P. T. A. and other organizations offer opportunities rich in service to the child. We do not have to look far afield—opportunities lie right at hand that we *can* grasp no matter how small or large our library may be. We have but begun to realize on the possibilities of library service.

What hinders a fuller realization of these ideals? Perhaps you will say lack of money, insufficient funds to pay the salary of a children's librarian, or more children's librarians, not enough money for books as it is without taking on anything more. What limits library work and the work of the children's librarians, in particular? What about the failure on the part of the librarians themselves to recognize the intrinsic value and illimitable possibilities of their own work? We make our own limitations. Proportionately as we recognize its value to the child, to the community, will we free ourselves from self-imposed limitations.

"For unto everyone that hath, shall be given." The librarian who has vision has something to give. For recognition seeks the expression which is its very life. We have only to prove our faith and this proof is seen in works. That which aids in the education of the individual, in his training for citizenship, in the development of his character, is service. As this service becomes known and speaks for itself, it will be appreciated for what it is worth. We are all willing to pay for value received. Bond issues for schools meet with almost no opposition. The work of the library is as truly educational, though different in character, as that of the school.

It is up to us as children's librarians to know what we are doing, to declare what we are doing in fulfilling the law of progress which governs mankind. This law of progress operates to the extent that we eliminate or oppose ignorance and our strength is in proportion to our courage.

Man is ever grateful for that which benefits himself, his children and his fellowmen. Gratitude is expressed in speech and action. Speech, acquainting others with the source of these benefits, free to

all because owned by all. Action because to the extent that we realize on our own investments are we interested in reinvesting. Thus will be made possible larger appropriations for library budgets on a higher rate of tax returns, netting more money for salaries, for books, for service to children and adults.

What can meet this obligation but the most earnest preparation on the part of the librarian, the worker with children? Nothing less than children's librarians of highest character and ideals with the educational background requisite to translate

these ideals into action—and the compensation will be according to the value of the service rendered.

Robert Louis Stevenson was once asked if he had a moral which he was trying to advance in a certain story. "No," he replied, "no moral of my own—it's God's moral that I am trying to get hold of." The children's librarian is humbly and thoughtfully trying in her work to get hold of God's moral—counting it no small thing but a great one to know how to read books, and to love both books and children wisely and well enough to bring the two together.

In the Letter Box

A Warning!

A young man giving his name as Fletcher has been visiting some libraries in the Middle West, soliciting magazine subscriptions.

I am told that he claims to have worked in the Catalog department of the Cleveland public library for ten years and is showing a letter over my signature, saying that any courtesy extended to him will be appreciated by me.

I never saw this young man, so far as I know, and I signed no such letter.

Beware of him.

LINDA A. EASTMAN
Librarian

Public library
Cleveland, O.

An Important Decision

An attempt was made last spring to compel the employes of the Carnegie library of Pittsburgh to pay an income tax, including back taxes for several years. Dr. Leete and some of his staff appealed to the Commissioner of internal revenue and prepared a brief showing that the library is by ordinance a part of the city government. The appeal was sustained by the commissioner under a ruling of the solicitor's office as follows:

Inasmuch as the Board of trustees of the Carnegie library of Pittsburgh is an agency of the state, acting for it in the discharge of a sovereign function, the compensation of the employes of the library is exempt from tax.

LOUIS J. BAILEY
Chairman

A. L. A. committee on federal
and state relations

October 22, 1925

Recognition of Ability

Dear Editor:

I was overcome on reading the wonderful appreciations which my loyal friends have presented in PUBLIC LIBRARIES for October. I feel most unworthy of all of this. I note that Elva S. Smith does not tell her part in the making of the Children's department at the Carnegie library of Pittsburgh. The department stood for juvenile book selection of high standards and Elva Smith's literary appreciation and critical judgment helped largely to build up those standards. She has a most remarkable knowledge of children's books and a keen sense of book evaluation. Now she can carry on the work from first-hand knowledge. I am delighted to know that she is at the helm. Her appointment shows Dr. Leete's wisdom.

F. J. O.

Brooklyn, N. Y.

Assistance Wanted

Editor, PUBLIC LIBRARIES:

One of the most interesting visits I made while in the Orient was to the orphanage conducted in the Western Hills near Peking by a board of citizens of high standing under the presidency of Hsiung Hsi Ling, a former prime minister of the Chinese republic. I enclose a letter written by him just before I left that city in which he indicates how American librarians may be of assistance to him.

I was greatly pleased with the way in which this noble charity was conducted and I bespeak for it the interest of all those who may read these lines.

The letter referred to treats of the Hsiang Shan children home near Peking, China. This home, originally established to take care of children discarded by their parents during the disastrous flood of 1917, now has an enrollment of 1600 poor and orphan children who have come from all over China and who are being cared for and educated free of charge. It was intended, when the home was first established, to give the children the rudiments of learning and manual training but so many of them have been found to be unusually bright and now middle-school courses are being given.

A library provided with reference books has been provided to supplement the school work. It has many Chinese books contributed by the president of the home but it lacks foreign text as well as reference books on the various subjects which the children are studying. The home lacks funds with which to purchase these books and makes an appeal for contributions of government publications, reference, text and pictorial books, either new or used, from libraries and homes in America which are desirous of helping a good cause.

ARTHUR E. BOSTWICK

Librarian

St. Louis public library

As Others See Us

Editor, PUBLIC LIBRARIES:

Loth as I am to differ with PUBLIC LIBRARIES, it does seem to me that it would be wise to "swear another witness" about Mr Carlton's English literature of the *Reading with a Purpose* series. It is a charming, mellow, scholarly introduction to a wonderful, great world. No two lovers of that world would select the same dozen of treasures as their first exhibit; but any one of Mr Carlton's list has a charm of its own, and after all, the point is to open a door—any door—inward.

Curiously enough, one of this list was the very book that first made me know that the great folk spoke a language that I knew, *Heroes and Hero Worship*. It was the first of my "golden books."

THERESA WEST ELMENDORF

Buffalo, N. Y.

EDITOR, PUBLIC LIBRARIES:

When one is struck, not too hard, by a missile, it is the part of wisdom to investigate whence it came and why. A review of the A. L. A. courses of study in the *New Republic* for August 26, 1925, p. 24, gives the following:

Mr Kellogg's essay is chatty and unpretentious, and his list provocative and unpedantic. Mr Carlton's, at the other extreme, is the work of a convinced and devoted pedant, the kind of pedant who can never mention any book except the greatest work of its generation, who cannot allow Carlyle to pass without a detailed account of his philosophy of life, or Hardy without a word of warning on the subject of his pessimism, lest you be shocked when you read that the president of the immortals has finished his sport with Tess, who conceives that people profit by being told that the Victorian period "surpassed all others in the excellences of its historical writing and the depth and sincerity of its historical research as seen in the works of Carlyle, Macaulay, Hallam, Grote, Milman, Kinglake, Lecky, Finlay, Stubbs, Green, Gairdner, Creighton, Bryce, Froude, Freeman, Gardner and Lingard," who feels that "having learned from our reading of the masterpieces of the past what qualities and characteristics are usually found in great literature, we should be able to detect their presence or absence in the writings of our own day" and so proceeds to avow the "deliberate conviction" that *The Forsyte Saga* is the "finest work of English fiction" in thirty years. . . .

To educate people you have got to induce them to read steadily and progressively. To get them to do that you have got to arouse their interest, not in consuming your minimum dose of intellectual beef, iron and wine, but in going beyond and around your discipline to the pursuit of ends which they themselves have conceived. Beating the general information of the average citizen is not such an end, except in the Pelman sense, and in that sense reading is done not for a purpose but for effect. Indeed, the only scholarly motive is the itch to get to the bottom of something or other, the hunger to comprehend what is dimly felt to lie beyond—and the most astounding thing about all our schools and libraries is how infrequently they excite this hunger.

CORNELIA MARVIN

Oregon state library

Qualifications for Librarianship?

When I reported that I felt the need of a form on which to record and grade the varying qualifications of the more than 50 student assistants serving under my supervision, my chief made it possible for me to examine nearly all of the existing forms for grading library personnel. I have thus been able to study the forms for applicants and the forms for reports on practice work used by 17 of our library schools.

I have assembled the qualifications as listed on the above mentioned forms and unified them as much as possible, by changing adjectives to nouns and using such an expression as "takes criticism in good spirit," to cover a qualification phrased differently by different schools. Accordingly, I have found that 13 of our 17 schools definitely seek information concerning the accuracy of their students, 12 concerning neatness, 11 concerning executive ability and punctuality, and 10 concerning knowledge of books. A list of all qualifications designated by four or more of our schools is as follows:

Accuracy in 13 schools; neatness, 12; executive ability, 11; punctuality, 11; judgment, 8; resourcefulness, 8; tact, 8; takes criticism in good spirit, 8; courtesy, 7; observation, 7; personality, 7; industry, 6; initiative, 6; sense of responsibility, 6; speed, 6; attitude, 5; disposition, 5; manner, 5; personal appearance, 5; scholarship, 5; sense of system, 5; character, 4; dignity, 4; enthusiasm, 4; memory, 4; mental quickness, 4; practical common sense, 4; quickness, 4; thoroughness, 4.

I do not suggest that my somewhat fantastic tabulation is to be taken at all seriously as a criterion for the determination of the most essential qualifications for librarianship. Many librarians will not agree with my unification of the qualifications which are differently expressed by different schools. Nevertheless, is there not some passing interest in noting that accuracy is the most generally designated qualification for librarianship among the many important members of our profession who are directing our library schools?

JACKSON E. TOWNE, supervisor
Departmental libraries
University of Iowa

An Opportunity

Honor where honor is due

Editor, PUBLIC LIBRARIES:

I wonder if many librarians would not like to join in the following:

The Librarians' club of Hartford, Conn., has recommended the raising of a fund to be known as the Caroline M. Hewins scholarship for children's librarians, in recognition of the 50 years of service rendered by Miss Hewins in library work. The income of the fund is to be used for the training of children's librarians, preference in appointment being given to residents of Connecticut. During the life of Miss Hewins, she shall have the privilege of nominating the appointees and the places of training. This recommendation is made in view of the fact that this year marks a half century of devoted, continuous service by Miss Hewins as librarian in Hartford.

Miss Hewins had her library training in the Boston athenaeum and began her work in Hartford in 1875. Her special interest and work has always been for and with children, and her dream of a children's library became a reality in 1894. Miss Hewins is the author of several books for children.

Contributions to this fund shall be sent to Mrs Albert C. Bates, 24 Marshall St., Hartford, or to Helena B. Alford, Hartford public library.
M. E. S. R.

Pictures of Flowers

A very desirable collection of post cards for bulletin board use in libraries is that prepared by the Wild Flower society of Chicago (25 cents). The plants are done in natural colors and the work is extraordinarily good. A set of 12 includes the following: Lady's slipper, white trillium, North American lotus, mountain laurel, flowering dogwood, trailing arbutus, cardinal flower, wild columbine, maidenhair fern, bloodroot, fringed gentian, and Dutchman's breeches. The cards may be bought from Catherine A. Mitchell, Riverside, Ill.

The proceeds are to be used for the preservation work of the society.

Monthly—Except August
and September

Public Libraries

216 W. Monroe Street
Chicago, Illinois

M. E. Ahern, Editor

Subscription - - - - -	\$3 a year	Current single number - - -	35 cents
Five copies to one library - - -	\$12 a year	Foreign subscriptions - - -	\$3.50 a year

By the rules of the banks of Chicago, an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under.

In remitting subscriptions, therefore, checks on New York or Chicago banks or postoffice money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at market prices.

Contributions for current numbers of PUBLIC LIBRARIES should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

Children's Book Week November 8-14

The desire to give helpful suggestions to the readers of PUBLIC LIBRARIES on this important occasion colors the make-up of this month's contribution. The material is all good, the space at command is too limited to use much of it. More at hand is quite a good, and if wisely used now and later, will prove helpful.

Manners Make the Man

FROM a first hearing of an address from the president of the A. L. A. for 1925-26, one is filled with an expectancy of a year of progressive, wise and valuable work in the association under his leadership. Mr Belden spoke before the Illinois library association at Rockford, October 14, and pleased his audience by his charm of manner, his cultured speech and his refined attitude in presenting the claims of the A. L. A. in a way that was not only captivating but refreshing. Over and over one heard real librarians say, "I had no idea of the kinds of things or the extent of them that the A. L. A. is doing. Though I've known about them, of course. I was entertained by the telling when I had expected it to be dry."

This is an illustration of the effect of feeling a respect for one's audience, of

having a sense of the value of what one has to present and of the true relations of the audience and the subject presented. All this was delightfully manifest in Mr Belden's address, manner and manners. He was the president of the A. L. A., chosen to conduct the professional affairs of those to whom he spoke; he assumed their intelligent interest and met the situation by doing his part in it well. He "caught his audience."

It is widely evident that at times, chosen officers forget that the position they hold rests first on the fact that the membership body cannot act for itself, only because of its numbers and not because it lacks either knowledge or feeling of what is right and proper, and second, on the ability and willingness of the officers to carry out in every way in a courteous, intelligent fashion the work for

which the association is organized, not forgetting that the membership is the association and therefore worthy of recognition, courtesy and full consideration, which can be shown by the manner and

extent of the presentation from time to time of its business by its chosen officers, as well as by the work they accomplish.

The president for 1925-26 has made an admirable beginning.

The Basic Triangle of Education

IN THE foreword of the *Research Bulletin* of the National Education association which has been issued in preparation for American Education week, November 16-22, J. W. Crabtree, secretary of the association, states: "The American public school is joint guardian with the home and the church of those intellectual and moral ideals upon which all real progress must be based."

Might it be possible for the Survey committee, the committee on standards for higher education, or some one of the various committees of the A. L. A. entrusted with publicity work, to remind Secretary Crabtree that about the time he was born, the American Library Association, following the leadership of its live secretary, said that the foundation of intellectual, moral and religious progress in America was bounded by the triangular combination, the school, the library and the church?

A report in the *Research Bulletin* says:

The present cost of education could be doubled without encroaching upon any of the

nation's economic needs. Such an increase could be made by reducing our luxury expenditures but 13 per cent. In the light of such facts, how can it be maintained that school costs are more than society can bear?

Since it is true that "safety can be purchased only by increasing the share of human energy which goes into the spiritually-constructive forces which determine a nation's moral stamina," then provision must be made for the on-coming millions who have not had nor are likely to have the opportunities afforded by the American public schools. If as Secretary Crabtree says:

Forces released by the industrial and scientific revolution of the last century are striking at the very foundations of the Nation's spiritual life. The fear is expressed by some that the wholesome standards of thought and conduct characteristic of American life are being irreparably undermined,

and he is concerned with the ever-increasing obligations of public education, then, indeed, must he and his co-laborers agree that "the public library is an integral part of public education."

Constructive Criticism Is in Order

ATTENTION might be called to the reply of Mr Telford of the Bureau of public personnel administration to the criticisms that have been made of his report on the classification of library personnel presented at the Seattle meeting of the A. L. A. Special emphasis may be laid on the request to point out specifically the parts of the report which are in need

of modification and to suggest substitutes which would be considered an improvement on what has been offered.

Everyone engaged in any sort of definite work is frequently subjected to these general criticisms that, as far as one can see, bring no results of value. As Mr Telford emphasizes, those who essay to criticize should point out definitely the

shortcomings they observe and suggest what actually ought to be done to remedy the defects pointed out. Librarians as a class are not slow to do this but there is sometimes the other sort of criticism and it is valueless. A librarian of some prominence was reported at intervals to have expressed lack of admiration for PUBLIC LIBRARIES. On being taken to task for the reason, she replied in several glittering generalities and finally said, "I don't like the way it assembles its material." It is always easy to put one's finger on the weak spots but to indicate how these weak spots can be strengthened, if there is enough perspicuity to discover them, is all important. This is the sort of criticism that is helpful and anyone earnestly engaged in an honest piece of work will welcome such.

These statements do not refer, of course, to the resolutions of the Twin City catalogers' round-table but the occasion is used to emphasize the desirability of basing statements on definite ideas and stating objections in definite terms.

Meanwhile it must be remembered that the report made at Seattle was only a report of progress, that it is not intended for a final statement, and most of all, it is the first attempt ever made to work out scientifically results on which definite knowledge of library personnel may be properly based. There were no precedents, no established rules and no accumulated knowledge as a guide. It is well to keep in touch with what is being done, to speak out clearly when things seem to be wrong and to ask questions when the situation is not clear.

Writing for Publication

PUBLIC LIBRARIES wishes to give as much news from the field as it can possibly use concerning the notable work, features and events in libraries of every kind throughout the country. An earnest endeavor always to do this has entailed an enormous amount of work in extracting from newspaper clippings, printed reports and sometimes long carbon copies the material which, in the judgment of the staff, sets out the situation. If a few minutes were taken by the one responsible for reports, it would save time for everyone concerned and place in satisfactory form for the library authorities the historical development which, after all, is the basic reason for news items.

The name of PUBLIC LIBRARIES seems to limit its field to certain lines of library activity but, as is well known by those acquainted with the publication, it has

grown away entirely from the time and field which had seemed to make appropriate such a name. The underlying cause for the establishment of PUBLIC LIBRARIES was the need for establishing the fact that "the public library is an integral part of public education," that it was not merely a place of leisure and enjoyment for those who already knew books or were studying the subjects in which they needed special help.

The fact still remains that the public library is an integral part of public education but the field of endeavor of PUBLIC LIBRARIES has widened and deepened until the name of the magazine no longer indicates its scope and effort. All kinds of libraries find in its pages something that affects more or less the work being done. While the endeavor to emphasize the value of the small public libraries will be

continued, the need for giving special attention to them has been lessened by the better organization of the many departments of state supervision of public library service, and by the generation of library users which has grown up.

There has been wonderful growth in the last dozen years in all library matters; still a warning needs to be uttered lest the old idea return, that the public library

is a sort of a tail to the school kite, when, as a matter of fact, its place in the scheme of education is in every way beyond that of the school. The public library caters to the school and to all the rest of the community as well. It should in no wise be made a part of the school machinery, as has been pointed out in these columns before, no more than other educational machinery of the community should be.

Withdrawal of Mr Chivers

The passing of the presence and activity of Cedric Chivers (His Worship, the Lord Mayor of Bath!) from the scenes of the American Library Association was fittingly memorialized in the resolutions passed by the association at its Seattle conference. (*See P. L. 30:431.*) The newer members of the A. L. A. are probably not aware of nor have they enjoyed the pleasing companionship afforded by the presence of Mr Chivers for so many years at the meetings of the association. He first appeared on the A. L. A. program in 1893 during the World's fair in Chicago and from then on, from time to time, until the Great war intervened, Mr Chivers contributed much to the profit and pleasure of library meetings both in the United States and Canada. Retiring, making no effort to boom his business, he was indefatigable in providing pleasure, in the way of excursions, dinner parties, drives and the like, for those who welcomed him to the meetings. Mr Chivers' genial presence will be missed.

In retiring from business in America, Mr Chivers was actuated by a desire to devote himself wholly to his bindery in Bath, his position as mayor of that ancient city, and to the many civic duties which engage his attention.

Blasco Ibanez, Spanish author and honorary alumnus of George Washington university, Washington, D. C., has just presented a complete set of his works to the university library.

Library Service and the A. F. of L.

Matthew Woll, vice-president of the American Federation of Labor, in speaking on the relations of public libraries and of the A. L. A. to organized labor, supports the address of President Green made at Harvard Union last spring.

A newspaper report of Mr Woll's address gives the following:

In Mr Woll's opinion, there is opportunity for vital coöperation between libraries and workers' education undertakings. Study classes must have books and if the public libraries can furnish them under conditions that make them easily accessible to the worker-students, great good will be done. In addition to meeting the known needs of study classes, it is pointed out, there are innumerable ways in which librarians by suggestions and constructive advice can help individuals as well as groups in self-conducted study and quests for culture. . . .

In this connection the program or immediate plan is three-angled: First to secure from affiliated bodies lists of books and treatises on the technical problems of their trades or industries; second, to secure the assistance of the public librarians of the country in making books available on the shelves of public libraries to workers' classes; and, third, to add to the number and increase the quality of such books.

It is suggested that the American Library Association could be the clearing agency to interest persons competent to write such books in rendering service as well as to help establish standards to which the books should conform so as to combine authority with simplicity.

The publications of the Workers' Education bureau itself are to supplement more general writings, and they are said to have set a high standard for textbook writing by their combination of scholarship, simplicity and good printing.

As It Was in the Beginning

Florence Woodworth was the first student to enter the first class of the first library school in the world. From her first days in the school, of which she has constantly been so valuable a part, whatever has been assigned to her has been done supremely well. This was also a peculiarity of her classmate, May Seymour, and of her early associate, Katharin Sharp. We recognized their superlative merits and held on to all three as prizes for our later work.

Miss Woodworth was, during my 17 years in Albany, director's aid in the State library and Library school. This position she continued to hold after my resignation, with a final total of 36 years and three months, a length of service exceeded perhaps not more than twice in N. Y. state library annals.

She always kept herself in the background, but those of us behind the scenes knew to whose long hours (often of night work at home) and to whose skilful attention to minute details we were indebted for so much of the best of our planning and executing. Her little body held a great soul and the pair was always ready for efficient service. In the 38 years since she first came to our Columbia University school, I never knew her to dodge a responsibility or shirk a duty. Her chief fault was that she would always do more than her share.

She was practically never ill, never depressed. This was notably shown at the time of the State library fire, when, in a single night, March 29, 1911, there were swept almost completely out of existence the great collections to making and organizing which she had been diligently contributing for 22 years. Though even at that time among those who had been longest there and therefore among those who most keenly felt the loss, on the instant, undismayed, she rose with her associates to the emergency and entered at once on plans and active operations for assembling again a great library, a task to which she devoted herself with unwavering interest for the next 14 years. In this

phase of work her special field included the two subjects, bibliography and library economy, on which the library has strongly specialized, distinctly with view to library school needs. To Miss Woodworth's untiring zeal are largely due the notable collections along these lines.

Among the special collections may be noted one showing the development of children's literature, dating from 1771 and numbering over 2000 volumes. A very extensive collection of clippings, blanks, forms, etc., was mounted and filed under her supervision, and a feature of this which she regarded as specially valuable is that of pictures and plans of libraries, consisting of about 5000 items. Another collection, which, because of its personal element, was of unusual interest to her, was that of publications of alumni and faculty, which now occupies over 70 shelves in one of the lecture rooms. She also in recent years developed an enthusiastic interest in bookplates, and under her direction over 9000 were mounted, labeled and filed in the State library.

During her 36 years of service there were few technical branches with which she did not at one time or another come in contact, but in accord with her self-effacing tendencies the great and varied mass of her work melted for the most part into the great whole. But occasionally there were distinct features. She had an aversion, amounting almost to abhorrence, to appearing on the platform, but when, in dire emergency, she was called on to lecture to the school, the students were loud in their praises of her clear presentation of her subject.

In 1893, as president of A. L. A. and N. Y. director of education for Chicago World's fair, I chose Katharin Sharp, who had graduated from our Library school the previous year, to prepare and administer our American library exhibit, conceded to be the largest and best ever made, and her strong right hand was Florence Woodworth. A similar (but of necessity smaller) exhibit was prepared in 1900, for Paris exposition, and the success of this was mainly due to Miss Woodworth, who was responsible

for much of its original plan and almost wholly for its execution. She also prepared a descriptive outline of the exhibit, which, with translations into French and German, was available for use at the exposition.

Another unmarked monument to her labors consists in the many volumes of State library reports, for which to a very large extent she collected and organized the material.

But, however diligent and valuable was her service in technical and routine matters, by far her strongest characteristic was that of the personal touch, and her interest in the convenience, comfort and general welfare of individual members of the staff contributed inestimably to the smooth running of official wheels. And what is true of her attitude toward staff members is true in still larger measure of her attitude toward Library school students, most of whom have come to the school as strangers within the gates.

For some months in 1887-88, she was at the Osterhout library in Wilkes-Barre, Pa. Then she returned to the school, to the success of which she contributed so much from the very beginning. Except for that period her connection with the school was continuous from its opening in January, 1887, to close of school year in June, 1925, and she personally knew every student ever enrolled. In the long line of faculty members, no other ever reached the hearts of our students as did Miss Woodworth. When help or sympathy was needed it was to her they always turned first, and never in vain. In their sickness and sorrow, but equally in their joys and festivities, she was with them always, soul, heart and body, lavish alike with time, thought and money. She exhaled friendliness, and the atmosphere she created was constantly remarked by both students and guests. To the latter she was a charming "library hostess," and she undoubtedly exerted an incalculable influence in spreading abroad pleasant memories and impressions of New York State library, while her smile and word of cordial greeting, making in themselves a "welcome home," will in future years be sorely missed by returning students.

The esteem in which she was held by the alumni of the school was shown, as it could not have been shown to anyone else, by their gift of a purse of \$3500, with which to meet her expenses in Europe, at the close of a long and marvelously successful service, and that this feeling of the alumni toward her was shared by her associates in Albany is proved by the gift of \$100 in gold from State library staff members, presented at a farewell reception at the time of her resignation.

Her devotion to the State library and Library school may well seem to have been so extensive as to absorb to the utmost her time and thought, but with all their varied elements and far flung lines and the extraordinary amount of work which she carried in these relations, she was still able to reach out both intellectually and socially in other directions, to keep informed on all topics of the day, and to enter into and actively support movements for the welfare of Albany, her adopted home, for which she had developed a deep affection. In addition, by her use of late night and early morning hours, she maintained in an unusual degree an acquaintance with current literature, and this, with her knowledge of current events, was a large factor in making her a delightful conversationalist and companion. With this remarkable breadth of interest the holiday which she is now enjoying in the (to her new) surroundings of the Old World is a specially fitting climax to the many years of her never perfunctory but always singularly efficient and joyous service.

Her home life was as unusual as her professional. For the entire 17 years I was in Albany she was a central figure in my own home. None of our own sisters seemed as near to any of us. Our son, long after she entered the school, grew up with an admiration and affection for Aunt Franchie, which placed her always next his own mother.

She left on each of our many visitors the same impression of rare charm and unselfishness which no one ever seemed to forget.

Indeed, her unselfishness was almost a fault, for she lived so much to make others happy that her efforts were at times almost embarrassing. Still, the verdict seemed unanimous, "I have never yet met a woman who won so much respect, admiration, and genuine liking on so short an acquaintance." And the feeling deepened as that acquaintance lengthened. Those who knew her longest were always her most devoted admirers. In these rare personal qualities I have heard literally hundreds say they have never known her equal.

Soon after I went to Albany, Jan. 1, 1889, I was made chairman of the State Civil Service examiners. I wanted for my staff and library school faculty "the best to be had." I therefore set an examination for the open competition for these desirable places so difficult that it was impossible for any one but a master of the subject to pass. I was sharply criticized for setting so high a standard, but Miss Woodworth passed with flying colors, and on April 1, only three months after me, came to be a strong cornerstone for a whole generation in the splendid State library staff.

Some people contrive to get more credit than what they have done really deserves. She had a genius for the reverse. She was so insistent on giving others more than their share of credit that only the knowing ones ever realized how much more than she admitted was due to her own efforts.

We who really knew her, look over the rare record and instinctively say, "Who shall come after the Queen?"

MELVIL DEWEY

Lake Placid Club, N. Y.

The *Library School News Letter* for June, 1925, contains a recent picture of Miss Woodworth which in no wise does her justice. Few pictures of fine personalities are ever satisfactory. There is so much that cannot be photographed that disappointment usually accompanies the effort to reproduce the real picture. Miss Woodworth has been averse always to having her picture taken and the one

used in the *June News Letter* was obtained by strategy for its own use.

The publication referred to carries a farewell to Miss Woodworth from the school at Albany expressing very feelingly the regard in which she is held there. The article closes: . . . "what a service! If unusual in length, how many times more incomparable in kind! A beautiful service, of self-effacing devotion, constant courage, unfailing sympathy, unworldliness. A hearty 'Albany' chorus of personal regard and affection will follow her into the rest that through her years of service she has so richly earned."

PUBLIC LIBRARIES has always enjoyed and greatly appreciated the fine, helpful attitude of Miss Woodworth toward its work and joins with the multitude of her devoted friends in wishing her a vacation of deep satisfaction. May the Old World be kind to her in her sojourning abroad. Those in her home land await her return with happy anticipations of many years to come for renewals of the seasons of delight which association with her has always afforded.

M. E. A.

A Librarian's Creed

To be broad without losing one's sense of values,
To be a book lover without becoming a book worm,
To be businesslike without becoming bound in red tape,
To be a good mixer without being swept away by cross currents,
This is to be a successful librarian.—
South Dakota Library Bulletin.

Reading

1. Read
2. Read
3. Read some more
4. Read anything
5. Read enjoyable things
6. Read things you yourself enjoy
7. Re-read at times
8. Read and talk about it
9. Read very carefully—some things
10. Read on the run—most things
11. Don't think about reading, but
12. JUST READ

Official Activities of A. L. A.

Charles F. D. Belden, director of the Boston public library and president of the American Library Association, was a very welcome and highly satisfactory speaker at the meetings at Sioux City, Iowa, the regional meeting of A. L. A. for Iowa, Minnesota, Missouri, Nebraska and North and South Dakota, at the annual meeting of the Illinois library association at Rockford, and at the tri-state meeting of Indiana, Michigan and Ohio at Ft. Wayne, in October. At all these meetings with the subject, Soundings and excursions in the library world, Mr Belden gave an interesting review of the activities of the association and discussed a number of problems now confronting the libraries of the country.

Mr Belden began by admitting that most librarians have little time for serious reading, aside from that entailed by their duties, and said that it is not strange if they fail to keep up with the activities of their national organization, which is now entering on the fiftieth year of its history. This association was never so alive as to-day, never engaged in so many enterprises of importance to the profession and to the country.

Of these, one of the most conspicuous is the new edition of the A. L. A. catalog, a carefully selected list of 10,000v. now in print which seem most important for a public library, in the judgment of some 200 experts whose advice is being sought and generously given; it is doubtful whether there has ever been brought together in one place so much valuable advice on book selection as is being assembled for the preparation of this catalog. Another publication of hardly less interest is the *Winnetka Book List* of books for children, the unique feature of which will be the annotations made by children themselves who have read the books, some 600 in number, and freely expressed their opinions upon them.

The association, through its Committee on library survey, is now conducting an exhaustive study of American public libraries, the results of which are to be

digested and published in a report which promises to be the most useful handbook of library practice, based, as it will be, on the experience of thousands of libraries, which has ever been issued. Alongside of this should be mentioned the study of library schools now in progress under the direction of the association's Board of education for librarianship, whose investigations are already bearing fruit in the establishment of better standards of library training and the improvement of instruction in library technique.

Mr Belden spoke warmly of the significant work of the association's Commission on the library and adult education, which aims to make the libraries of the country active centers of education for those no longer in school who desire to carry on further study. The activities of this commission are manifold, and their effect in stimulating and aiding the education of adults throughout the country is sure to be profound. It is not too much to say that this movement will in time transform the libraries from storehouses of books into live educational agencies.

Of particular interest is the series of reading guides now in course of publication, under the general title, *Reading with a Purpose*. Five of these guides have already appeared and are meeting a cordial reception; many others are in active preparation, and Mr Belden announced a new title, *Child nature*, by M. V. O'Shea, an authority on the study of children.

"The American Library Association," continued the speaker, "is now carrying on a number of important activities abroad. It is interested in the American library in Paris and, under the direction of one of its officers, administers a library school in the French capital, which is training librarians of France and other foreign countries in American methods of library work. Dr A. E. Bostwick, librarian of the St. Louis public library, has recently returned from China, where he went, as representative of the American Library Association, to assist in furthering the active interest in public library de-

velopment in that country. It is not too much to say that the association was never so closely identified with intellectual progress in its larger aspects as it is at the present time."

Turning from his live and interesting account of the varied activities of the association over which he presides, Mr Belden proceeded to discuss some of the problems which the American libraries, especially the larger ones, are facing today. He spoke of the desirability of making library trustees more intelligent about the work and the possibilities of the institutions which they have in charge. He emphasized the importance of a wider and more efficient publicity which should attract increasing numbers of readers to the libraries, and of the imperative necessity that this publicity should be backed up by unfailing service.

"More books, better service, simpler methods are all coming in time," said the speaker, "as we see our problems more clearly and obtain more adequate public support."¹

Mr Belden concluded his address by announcing that the Fiftieth Anniversary meeting of the association will be held in Atlantic City the week of October 4, 1926, with a day of Jubilee celebration in Philadelphia on October 6. He described the suggested plans for a comprehensive exhibit of library progress and achievements, to be held in connection with this conference, and bespoke the active support and contributions of all the librarians of the country and the friends of libraries, in making the celebration a triumphant success.

At A. L. A. headquarters

At a general meeting of the Executive board of the A. L. A. in Chicago, October 22-23, Adam Strohm, Detroit, Mich., was re-elected chairman of the Board of education for librarianship. The new members of the board are Louis R. Wilson, University of North Carolina, succeeding Andrew Keogh, and Herbert S. Hirshberg, Columbus, O., succeeding M. G. Wyer, Denver. Besides these

members, the board includes Harrison W. Craver, New York, and Elizabeth M. Smith, Albany, N. Y. Sarah C. N. Bogle, Chicago, is secretary, and Harriet E. Howe, executive assistant.

Professional minimum standards for training classes will be discussed at an open session of the Midwinter meeting and minimum standards for summer sessions will be presented for adoption by the A. L. A. council.

An important work has been undertaken for the Board of education by Dr W. W. Charters, formerly of the University of Pittsburgh, now at University of Chicago.

Dr Charters will consider library curricula standards from the functional point of view. After the necessary material concerning the functions of librarians has been gathered, it will be divided into subjects which should form a new curriculum. The aim of the study is to work out curricula which shall include only subjects of practical value to librarians.

This is considered one of the most important library experiments in recent years.

A preliminary edition of Courses on teaching the use of the library, compiled by the Education committee of the A. L. A., has been issued in mimeograph form for discussion. The presentation of 30p. deals with the essentials in teaching the appreciation and use of books in elementary schools; a minimum course of instruction on the use of books and libraries for high schools, and a course of study in the use of the library for teachers' colleges and normal schools. Reports on school library progress made by representatives of the various sections, with a note on Canada, are included in the edition.

The committee has been aided by several sub-committees, three of which—normal, high and elementary, and junior high—have prepared courses of study for teaching the use of books and libraries, which are presented in the report.

The array of names on the association's Education committee represents the leaders in school library work in various parts

¹The second part of the address is given in full on p. 463.

of the country. The foreword to the report is full of meat. The whole subject has been gone into thoroughly and the reviewer is dismayed by the amount of material that has to be passed over too quickly.

Acceptance by the American Library Association of grants of \$158,000 from the Carnegie Corporation of New York, and \$7730 from the L. S. Rockefeller memorial for the year beginning October 1, has been announced. At a meeting of the Executive board, October 19, resolutions of appreciation of the gifts with sincere thanks for the continued interest of the Carnegie Corporation, as evidenced by its gifts, and to the Rockefeller memorial, were recorded.

The budget of the Carnegie gift of \$158,000 has been approved as follows:

Board of education for librarianship.....	\$30,500
Commission on the library and adult education	24,500
The survey	20,000
Reading courses	9,000
Textbooks	10,000
Summer institute	6,000
Library extension, preliminary study...	6,000
Charters' curriculum study.....	19,000

A new committee to solicit funds for the Fiftieth Anniversary celebration was appointed and consists of Charles F. D. Belden, Milton J. Ferguson and Charles H. Compton.

Rental of additional space in the John Crerar library building for the A. L. A. headquarters was authorized.

The Midwinter conference of the A. L. A. will be held in Chicago at the Drake hotel, December 31, 1925, and January 1-2, 1926.

The Drake hotel, on Michigan avenue, offers ample space for the meetings as well as quiet and attractive surroundings. Accommodations at moderate prices are available if reservations are made at once: Two in a room, double bed and bath, \$3 each; two in a room, twin beds and bath, \$4 each; single rooms at \$5 a day. The number of rooms at above rates is limited. All hotels are crowded during New Year's week. Outside accommodations are available. The Drake serves *table d'hôte* meals for about \$5 a day and there are a number of tea rooms and restaurants nearby.

The next annual conference of the association will be held at Atlantic City at the Ambassador hotel, October 4-9. Adjoining hotels, the Ritz-Carlton and the Chelsea, will also be available. An anniversary meeting in Philadelphia is arranged for the afternoon of October 6, with a reception at the Historical Society rooms in the evening. A whole day of sight-seeing in Philadelphia is planned for October 9.

Sarah C. N. Bogle, assistant secretary of the A. L. A., Chicago, and director of the Paris library school, sailed for France, October 28. Miss Bogle will spend a month with the school.

The A. L. A. has issued an attractive library poster designed to help libraries arouse an interest in purposeful reading. The poster, an enlarged reproduction of a drawing by Charles B. Falls, which is being used as a cover decoration for the A. L. A.'s *Reading with a Purpose* series, carries the captions, "Read with a Purpose." "Ask the Librarian." This wording makes the poster useful anywhere and does not restrict its use to reading course publicity. Posters may be obtained at a small cost from A. L. A. Headquarters, 86 East Randolph Street, Chicago.

Resolutions¹

Twin City Catalogers' round-table

Whereas: The report of the Bureau of public personnel administration of the A. L. A. committee on classification of library personnel lowers the standards of library qualifications to a degree inconsistent with the library's standing as an educational institution; and

Whereas: Quality and difficulty of research and bibliographic work are not recognized and accorded the high place they deserve in the scale of classification; and

Whereas: This report is based on the principle that years of experience may take the place of education and scholarship, as shown by the placing of high-school graduates and candidates with "equivalent combination of education . . . army alpha score of 135 or more" in the eligible class for chiefs of departments devoted mainly to research and bibliography; and

Whereas: The library aims to be an integral part of the educational agencies of the country, engaged in adult as well as juvenile education, and consequently needs a highly educated staff; therefore

¹Adopted September 18, 1925

Be it resolved: That the Twin City Catalogers' round-table protests against the adoption of this report by the American Library Association, and recommends:

That the chiefs of those departments which are engaged in the most scholarly work of libraries shall rank as high as, if not above, those positions which involve mainly supervisory work; and

That the educational qualifications for the professional grades of library service be on a par with those of the teaching profession, and in the higher professional grades on a par with those of high school and college teachers.

FLORENCE E. METTLER, Public library, Minneapolis.

ELSA NORDIN, Minnesota Historical society, St. Paul, secretary.

HELEN K. STARR, J. J. Hill reference library, St. Paul, chairman.

COMMITTEE

In commenting on the resolutions adopted by the Twin City Catalogers' round-table, Mr Telford of the Personnel bureau says:

The Committee on the classification of library personnel and its technical staff do not believe that the resolutions adopted by the Twin City Catalogers' round-table, September 18, correctly interpret the progress report made at the meeting of the A. L. A. at Seattle in July. Both the committee and the technical staff, however, realize that the report has many shortcomings and is in need of revision and improvement. They have already requested the Twin City Catalogers' round-table to point out specifically the parts of the report that seem to them in need of modification and also to supply a substitute wording where they think there is room for improvement or need of modification. Both the committee and the technical staff, moreover, would be more than pleased to have suggestions of this sort from library workers either individually or as groups.

Real Education

The man who has surveyed this world from its mountain-tops, has beheld its continents, its seas, its rivers, who is acquainted with its men and women, who multiplies his knowledge by the generations and the ages, who is at home and travels well therein, through space and time—that man is an educated man. It therefore lies at the heart of the college purpose that we persuade and accustom our students to enter and possess the world of books, not as transient visitors, but as lifelong and loyal citizens.—*Dean Wilkins, University of Chicago.*

Curious and Rare Bibles

A valuable collection of early Bibles has recently been bequeathed to Baker university, Baldwin, Kan., by the late Bishop W. A. Quayle, at one time president of the university. This gift includes such rarities as the Bishop's Bible, first edition, 1568; Tyndale's Testament, the earliest printed version of the New Testament in English; Coverdale Bible, 1550; Taverner's Bible, first edition, 1539; Cranmer's or the Great Bible, 1540; a manuscript Bible, thirteenth century; Synagogue roll—The Torah; Eggensteyn Latin Bible, part second, 1469, one of the rarest in existence and remarkable as a specimen of very early printing. This copy of the second volume is a large folio, beginning with Proverbs. The names of the books, the chapter headings and title on each page are inserted in red by hand as in a missal. The British museum has a copy of the first volume only. The Vulgate edition, 1470, is regarded as of the greatest rarity, being the only known copy preserved, according to Pettigrew, in *Bibliotheca Susssexiana*. The Coberger Bible, 1475, in this collection formerly belonged to the Monastery of Udal et Afroe and, in the words of Dr Quayle, "is the noblest Bible I have set eyes on and much superior in beauty and sumptuousness in execution to the famous Guttenberg Bible."

A number of volumes prized for their peculiar mistakes in printing are included in the collection. The "Vinegar" Bible, 1717, in which the printer used the word "vinegar" for "vineyard" in the heading of the twentieth chapter of Luke; the first edition of the "Breeches" Bible; the "He" Bible, 1611, are represented as well as the "Treacle" Bible and the "Bugge" Bible. A Bible formerly owned by the mother of Robert Louis Stevenson and one containing the autograph of Robert Browning are cherished chiefly because of their former owners.

Bishop Quayle was an eminent bible scholar and a collection by him is noteworthy.

Same Books with Different Titles¹

- Aiken, Charlotte Rankin.** Millinery department. 1918.
Later edition pub. under title: Millinery. 1922c18-22.
- Begbie, Harold.** Windows of Westminster, by A gentleman with a duster. N.Y. Putnam, 1924.
London edition (Mills & Boon, Ltd.) has title: The conservative mind.
- Blacker, J. F.** A B C of nineteenth-century English ceramic art.
Originally pub. under the title: Nineteenth-century English ceramic art.
- Calder, John.** Modern industrial relations, policy and practice. 1924.
First pub. under title Capital's duty to the wage-earner.
- Collins, Frederick Howard.** Authors' and printers' dictionary. Lond. 1921.
First and second editions (1905) entitled: Author and printer.
- Dawson, Rev. William James and Dawson, C. W. ed.** Great short-stories. 2v.in.1. 1923, c10.
Earlier edition pub. under title The great English short-story writers. 2v. 1910.
- Exquemelin, Alexandre Olivier.** Buccaneers of America; or, The pirates of Panama.
Same book pub. under title The pirates of Panama; or, The buccaneers of America.
- Frank, Waldo David.** The New America. Lond. Cape, 1922.
American edition pub. 1919, with title: Our America.
- Hutchinson, Elsie Lillian.** Housefurnishings; kitchenware and laundry equipment. 1922c18-22.
In 1918 pub. under title: The Housefurnishings department; kitchenware and laundry equipment.
- Kent, William.** Mechanical engineers' handbook . . . rewritten by R. T. Kent. Ed. 10. 1923c1895-1923.
Previously pub. under title: The mechanical engineer's pocket-book.
- Keynes, John Maynard.** Monetary reform. N.Y. Harcourt, 1924.
London edition (MacMillan & Co., Ltd.) has title: A tract on monetary reform. 1923.
- Lloyd George, David.** Where are we going? N.Y. Doran, c1923.
London edition (Hodder & Stoughton, Ltd.) has title: Is it peace?
- Mackenzie, Compton.** Plashers Mead. N. Y. Harper, 1915.
Printed in Great Britain under title: Guy and Pauline.
- Marden, Orison Swett.** Everybody ahead; or, Getting the most out of life.
Same book pub. under title Heading for victory; or, Getting the most out of life.
- Mikels, Rosa M. R. ed.** Short stories for high schools. c1915.
Same book pub. under title Short stories for English courses. c1915-20.
- Mills, Enos Abijah.** Rocky mountain national park. 1924c05-24.
Later edition of The story of Estes park, with changes and additions.
- Morse, Mary Elizabeth.** Bacteriology for nurses. Ed. 2 rev. c1919-24.
Pub. 1919 under title First lessons in bacteriology.
- Osborne, Albert B.** Old-world England, impressions of a stranger. Lond. E. Nash & Grayson, limited, 1924.
Pub. in 1913 by McBride, Nast & Co., New York, under title As it is in England.
- Richardson, Frank Herbert.** Handbook of projection for theatre managers and motion picture projectionists. c1923.
Earlier editions have title Motion picture handbook.
- Robinson, James Harvey, Smith, E. P., and Breasted, J. H.** Our world today and yesterday; a history of modern civilization. c1924.
Published 1921 under title A general history of Europe from the origins of civilization to the present time.
- Rogers, William Snow.** Planning your garden. 1923.
Previously published under title Garden planning.
- Shay, Frank, comp.** One thousand and one plays for the little theatre. c1923.
Enlarged edition of the author's The plays and books of the little theatre, published 1919.
- Somervell, David Churchill.** Studies in statesmanship.
Same book pub. under title Critical epochs in history.
- Tulley, Henry Charles.** Tulley's Handbook, steam and electrical . . . 7th ed., fully rev. and enl. by J. F. Hobart. 3v. 1924c00-24.
Earlier edition pub. under title Handbook on engineering.
- Van Dyke, Henry, D.D. 1852, Craig, Hardin and Dickinson, A. D. ed.** Book of British and American verse. 1923c05-22.
Pub. in 1905 under title Little masterpieces of English poetry.
- Watson, E. L. Grant.** English country. Lond. Cape, 1924.
Same book pub. under title Moods of earth and sky. N.Y. Boni, 1924?
- Williamson, George Charles.** Everybody's book on collecting. Lond. Jenkins, 1924.
American edition (N. Y. McBride) pub. under title Amateur collector.
- Wilson, Edmund Beecher.** The cell in development and heredity. Ed. 3, rev. and enl. 1925.
Previous editions have title The cell in development and inheritance.

¹Supplied by Catalog department, Public library, Brooklyn, N. Y.

A Miniature Scriptorium

In connection with Children's Book week, 1924, the Children's department of the Rosenberg library held an exhibit on *The Story of the Book*. The department was fortunate in being able to draw on valuable material in the library and in obtaining interesting loans from its friends, so that the various steps in the development of the book were well indicated.

The development of the book from the earliest times through today was illustrated in glass cases which held original examples of clay tablet, scroll, manuscript, Hour book, early printed books and the best products of the modern printing press. In other cases, the development of the child's book was shown, using first the exhibit prepared some years ago by Mr Welsh, "Landmarks in the early history and development of books for children," continuing this with quaint originals of early American books for children—real New England primers, "Peter Parleys," miniature histories and biographies, and "sermons in little"—emerging from these into the refreshing work of those blessed three, Greenaway, Caldecott and Crane, thence into charming examples of foreign picture books, and so into an extensive exhibit, on tables, of the best and most beautiful children's books of today. But the climax of the whole exhibit was a miniature scriptorium.

"Gabriel and the Hour book" suggested the idea. The children's librarian was adapting it to the purposes of a story hour to be held during Children's Book week when she thought, "Why can't we show the children such a scene as is here described?" The plan was developed and set in motion. The children's room is equipped with a small glass case (47"x18"x16") for exhibit purposes. A young artist, formerly a member of the staff, painted the setting and "illuminated" the books. Our skillful janitor made the furniture. The children's librarian and her assistant dressed dolls, made and "bound" books less than an inch wide, and secured the miniature properties—a "quill pen," a "paint brush," sea shells to hold "paints," a "mortar" and "pestle" in which to grind "gold."

The scene¹ as presented showed a writing room or scriptorium in a medieval monastery, a room with grey stone walls, tiled floor, studded door, and "stained glass" windows through which the sunlight fell pleasantly. The red, green and yellow of the simple design of the windows gave the needed warmth to the otherwise austere tone of the scene.

The room was very simply furnished with two long tables and four long benches, a chest such as held books in those days, a lectern with a chained Bible (this latter a loan) and a desk. This desk, with its triangular top set on a pivot, its shelf for paints, its foot-rest, was a most accurate copy of the type found in the illustrations studied.

Before the desk sat a monk, tonsured, in Dominican garb of black and white, engrossed in "illuminating" a sheet of parchment. Like Brother Stephen of Stein's story, he copied the flowers in the vase before him into his border. The same story was authority for the shells which held the artist's paints. Two brother monks sat, one at each of the tables, surrounded by books and pots of colors. One of them was writing with the tiniest of quill pens; the other was revising a book. Two little peasant boys, in smocks of purple and of blue, completed the personnel of the scene. Like Gabriel Viaud, they were the color grinders who helped the monks by mixing their paints, grinding gold, gathering shells or flowers for them to copy. One of these boys was grinding gold. The other was bringing in a fresh bunch of field flowers.

We were especially proud of our "manuscripts." The books in their bindings of "gold-tooled leather," of "vellum" or of velvet, sewed with pearls or ornamented and clasped with "gold," suggested the beauty and richness of medieval books. Their colors of purple and blue, crimson and green and gold shone, jewel-like, against the grey stone walls. The two "illuminated" books were remarkably

¹The management regrets exceedingly that space available will not permit the use of the pictures of these scenes.—P. L.

well done. One showed the Virgin in her robe of blue, golden-haired angels above her; on the opposite page, a winged dragon and a picture wherein two monks were presenting a book to a king. The double column of Latin words, so small yet legible, the initial letters, the border of vines and flowers all testified to the young artist's ability and taste.

An explanation of the scene, typed in black ink on grey paper and mounted above the case, proved very helpful but it did not eliminate the many eager questions of the keenly interested children. Many "grown-ups," too, came to see the scriptorium and the exhibit.

At the story hour that week the children's librarian told "Gabriel and the Hour book," then showed her audience a real Hour book, the proud possession of the library, through the kindness of a gift. The children sat absorbed as she turned the beautifully wrought pages. Afterwards they lingered before the "scriptorium" with new interest and understanding.

The children's librarian felt that the effort put forth in preparing the exhibit was well expended; that the children's knowledge was broadened and enriched and that there was awakened in some of them, at least, a new appreciation of books.

EMMA LEE

Rosenberg library Children's librarian
Galveston, Texas

Librarians' Week

A wonderful outing and holiday was enjoyed by a number of librarians in answer to an invitation from the Education Foundation of Lake Placid Club, N. Y., for the last 10 days in September. The Foundation has established the last 10 days of each September as Librarians' week, when those engaged in library work will, as far as space is available, have club privileges without charge for rooms or membership fees, paying only for meals. The same privilege is extended by the Foundation to any library association or committee that wishes to hold sessions during Librarians' week.

A Dolls' Story Hour

Early in the fall, plans for Children's book week began crowding in upon us thick and fast. No sooner would we find ourselves absorbed with one delightful plan than another delectable possibility would peep out at us in a most tantalizing way and we knew that sooner or later it, too, must have its way. Perhaps the idea which captivated us most of all, the one which was dearest to our hearts, was a Dolls' story hour which we planned to have in the library at the Baker school.

On Monday of Children's book week, when the children came trooping in, they discovered a tiny doll sitting demurely on the desk. In her hand she held a tiny printed card inviting all little girls in the kindergarten, first and second grades to bring their dolls to a Dolls' story hour. What a buzz of suppressed excitement it created! How they crowded around the desk to learn more about it! Couldn't they bring more than one doll? All their dolls would like to hear the stories! One little tot elbowed her way excitedly up to the desk and burst out, "But I *can't* leave Little Boy Blue at home and just bring Red Riding Hood because, you see, they're twins and I *can't* leave Boy Blue at home."

One serious brown-eyed little girl hovered near the group but did not join in the general excitement. When asked if she was coming to the story hour, she was silent at first and then suddenly grasping the librarian's hand tight in both of hers and standing on tip-toe she whispered, "I haven't got any doll, but mayn't I come and look?" When assured that there would be a doll there for her to hold, she gave a radiant smile and broke away and disappeared.

And when the long-looked-for day actually arrived and the appointed hour drew near, there could be seen from every direction little girls scurrying toward the library, their beloved dolls clutched tightly in their arms. And when the last one was seated, we counted just 99 little girls and as many and more dolls! And such dolls! Big dolls, little

dolls, dolls with brilliant eyes and cheeks, and dolls that had long since had all the paint loved off them! Then the children were told that a little visitor had come all the way across the ocean from France to the story hour. Every eye was intent upon the little white box which the librarian held in her hand. And as the lid was lifted, a hushed and prolonged "Oh-h-h-h" escaped the children. There in the box lay a tiny French doll in all of her exquisite loveliness! She, too, joined the group of little listeners. Then we had the beautiful story of Cosette and the doll from *Les Misérables*. And as the children listened spell-bound to the story in all of its exquisite beauty, we wondered if, in later years, when they read Victor Hugo's masterpiece for themselves, they would think back to the story hour when, for the first time, a little of the wonder of the great master had been revealed to them.

Then came the story of the Little tin soldier and after that we talked about all of the doll stories that we liked best. We liked the story about the Spratt family who lived in an attic, and all about Maria Poppett and her remarkable adventures in London. We loved the story about the lonesomest doll whose queen-mother never played with her, and we all began talking at once about little Susanna and how she almost lost her beloved Josephine at that terrible auction.

All of the doll books were there ready for the children to take home with them—Lonesomest doll, Life of a wooden doll, Adventures of two Dutch dolls, Live dolls, More about live dolls, Live dolls in Fairyland, Turkey dolls, Memoirs of a London doll, Polly Cologne, Rackety-packety house, Susanna's auction, Peggy in Toyland, Peeps at the world's dolls, and Dolls of many lands.

There were so many delightful things to see and talk about! From the buzz of Mother Goose rhymes which came from one corner, we knew that some of the dolls were being shown that entrancing All Mother Goose panorama. Others were discovering the pictures of the Queen's dolls' house. In still another

corner, little Thankful Stebbins, Remembrance Sheldon and Abigail Nims were waiting to greet the children. They had come all the way from the Olde Deerfield doll house in Deerfield, Mass., and each had an interesting story to tell of the part she played in the life in that old historic town.

How the children loved it all—and the dolls! Then suddenly in the midst of all the happy joyousness, loud wails and heartbreaking sobs broke forth. Before we could realize what had happened, a little girl who had tried in vain to play the part of comforter came running up and said excitedly, "Oh please come. There's a little girl just like Cosette. She hasn't any doll at all!" So one pair of little empty arms had escaped us after all. The children crowded around, all eagerly pressing their dolls upon her and, although "our little Cosette" held first one and then another of the coveted treasures, it was not until she was allowed to hold the exquisite little French doll close in her arms that her sobbing really stopped and a smile shone through her tears.

Then after we had said goodbye to the last little girl and the very last doll, we knew suddenly that we must do this again next year and perhaps the next. And when we looked at the empty shelves which had held the doll stories and all the books about the dolls from different countries, we began to wonder if next time we couldn't have some of the dolls themselves to help welcome the children. Perhaps a Heidi from Switzerland, Hansel and Gretel from Germany, and a little Hans Brinker from the land of wooden shoes and windmills! Gradually we could work up our own collection of foreign dolls to be added to whenever friends traveled to distant parts. And we knew of a friend in Paris at that very moment who would be just the one to enter into our plan and start us off with a doll from Victor Hugo's own country. We must tell the children about it. How eagerly they would await its arrival. Of course the naming of the doll will be left entirely to them but, somehow, re-

membering the look on their faces as they listened to the story, we feel sure that they will one and all want to name this one "Cosette."

EVELYN R. SICKELS, chief
Extension department
Public library
Evansville, Ind.

Book Week Pageant

Lillian Cook, director, North Dakota state library commission, Bismarck, has prepared a suggestive program which has been distributed to libraries of the state for use during Children's Book week. Under the title, Any child's reading, an outline of a pageant is presented, giving stage directions, setting and complete information for its presentation.

The idea of the pageant is to show that for any boy or any girl bad reading is accompanied by Monotony, Aimlessness, Lawlessness, Poor Grammar, Disrespect and Bad Ideals. On the other hand, Right Judgments, High Ideals, Good Morals, Better English, Literary Standards and Knowledge are the accompaniments of good reading. Types of reading and their attendants are most interesting in their presentation. Fairy tales are accompanied by Imagination and Moral Judgments; nature stories by Observation and Awakened Wonder; biography by Inspiration and Courage; history by World Citizenship and Loss of Prejudice; fiction by Entertainment and Sympathy; poetry by Color, Music, Humor, Imagination, Happiness, Vocabulary and Beauty.

The whole scheme is worthy of commendation and the ideas back of it are undoubtedly helpful in interpreting reading to young people and unthinking older readers.

The new Christmas poster, *Say It with Books*, drawn by Maud and Miska Peter-sham, and issued by the National Association of Book Publishers, 25 West 33rd St., New York, will be ready for mailing early in November. The poster will be sent to any librarian desiring it.

Special Library Service

During the past year the library has extended its service to the crippled children of the city. Each week during the school year, two of the girls from the Cripple school, who are only slightly lame, have come to the library with a small wagon and carried back books enough to last until the next week. This was possible since all the crippled children in the city attend this one school and the school is but two blocks from the library. The children send requests which the librarian fills or replaces with a substitute which she thinks they will enjoy.

The children seemed to enjoy their reading so much during the winter that the service was carried to them during the summer by means of Boy Scouts. The Boy Scouts carry the books from the library to the children's homes. Books are kept out for two weeks and then returned by the same scouts.

MAUDE HERNDON
Akron, O. Librarian

A New Line

In recent years there has been increased demand in city libraries and in libraries in educational institutions for trained colored librarians. A school for training colored librarians has been established at Hampton Institute, Hampton, Va., beginning work, September 24. Florence R. Curtis has been appointed director of the school. Miss Curtis has her A. B. degree from the University of Illinois, her master's degree in economics and sociology from the University of Minnesota, and is a graduate of the New York State library school. She has served in the libraries of Wilkes-Barre, Pa., and of the State normal school, Potsdam, N. Y. She was for 11 years a teacher in the library school of the University of Illinois, and for three years vice-director of the School of library science, Drexel Institute, Philadelphia. Miss Curtis has also had teaching experience in China and the Philippine Islands.

This is considered one of the most important library experiments in recent years.

Children I Have Known in the Library¹

Into the children's room rushed three middle-sized boys.

"Miss Cameron," they gasped—and there was a look about them, but I didn't realize at that moment that they were struggling with the divine spark of authorship. "Miss Cameron," they reiterated, as they thrust a bulging tablet into my hands, "we're writing a book and we want to know if you think it is good enough."

In these boys there was naught of that shrinking modesty which the poets might attribute to genius so young and naive. There was no hint of dallying purpose. Here was husky, aspiring youth.

"Come and sit down," I invited, glad that lunch time was drawing the story-hour crowd home. The few stragglers could look after themselves. "Come, we'll read it over. You begin, Jack."

And so the plot of the "Cave beyond the forest" unrolled in bloody and startling sequence—a tale of horror, of clever wit and of rapid action—a well-written, entertaining beginning, I had to confess.

"That's fine, boys," I commented, "but tell me, how did you happen to come to the library?"

"Well," and their eyes followed the book-laden shelves around the room, "we were writing a book, so, of course, we came to the library. We wanted to know what you thought of it and where we could sell it."

And so we chatted about their precious opus, of course so far only begun, for they counted the words of their 21 pages of manuscript both sides, and then, comparing the count with the printed page of Boy Scouts of Swift river, which they hoped to emulate, decided that their literary accomplishment was only in embryo.

To these boys everything that had to do with books voluntarily meant the library. And, as the library has all to do with books, so it had all to do with *good books*. Did the children's librarian think it good

enough? Naively, naturally, the library in this community and to these boys had assumed that choicest of attributes—literary patronage.

I often think of a truism which we must accept more or less seriously: A man, a child, a woman sleeps eight hours, works eight hours; four hours is consumed in eating, dressing, going to and from work and all the necessary little daily tasks. In the four remaining hours a man does as he pleases, follows a hobby, trains his talents, or loaf. At least, he does as he wishes. And in that four hours we read the index of the man who is, and the promise of the man who is to be.

The school teacher has all sorts of children thrust upon her—those who love school, those who hate it. But the librarian has only those eager for the library. Else they wouldn't be there. They would stay away. The library's time, therefore, comes in the voluntary period of a child's life.

If you have ever seen the long lines of children in New York and Brooklyn—and I suppose it is the same in many large cities—children waiting for the library to open, waiting for the fairy tales and the easy books to be put out, and all in an orderly child by child line, you cannot but feel how strong the voluntary is in these young lives and how intimately necessary the library looms.

Oftentimes we become impatient that voluntary patronage of the library makes it seem too easy and joyful to the children. To me it would seem rather a boon than a fault that the librarian's wrinkles pass unnoticed and that she herself in the eyes of the children seems to be having a good time as she stamps books and ferrets out reference questions.

In a school next door to Albina branch, a little girl, when asked to word her ambitions on paper, wrote: "I am going to be a librarian because it is easy work. All you have to do is print dates. You don't have to learn much." And consolingly for us, she appended: "If I am not a librarian, I will be a teacher."

¹Presented at meeting of School Libraries' section, A. L. A. conference, Seattle, July, 1925.

I like the merry times in the library which come every day—

In the little children's story hour I am about to tell a Japanese story:

"Is there any one here," I ask offhand, "who has come from Japan?"

And then I perceive that my question is vain. This morning there is not a solitary Oriental in the little gathering. But up goes a small hand. A black child with kinky pigtailed, Elmira, black as the blackest, who might well be a sister to little Black Sambo, thinks maybe she came from Japan.

An urchin, desiring his card, informs us that his name is different now for "We're married again."

And the confidences which come:

"Aren't you glad I passed?" inquires one boy. "I was going to get a licking if I didn't."

"Smell my hair," invites Allen, fresh from the barber's.

"Miss Cameron," whispers Mary Frances, "I'm going to have a baby sister pretty soon."

"Is the library inventing something?" asks Edward, as he pores over the type-written notice that the library will be closed mornings of that week for purpose of inventory.

And there is Hortense, who still speaks broken English. She is a little German girl, timid but unwavering in her devotion to lantern books, so thoughtful and well-mannered and yet with no playmate. She always comes alone to the library.

"Hortense, would you like to read about Ulysses?" I hand her the Boy's Odyssey. "Or Gulliver, who was a great traveler, or the Arabian nights?"

And no matter what it is, she gives a hungry little start and answers, "That must be fine. Yes, that will do."

The day she came to make a report on the Odyssey, she startled me.

"What would you like to write about in this book, Hortense?" I asked.

"Oh, I like it best when the daughter of Jesus turned Ulysses into an old man."

"What did you say, Hortense?"

She repeated:

"I like it best where the daughter of Jesus turned Ulysses into an old man."

"Zeus, isn't it?" I corrected, "Z-e-u-s?" and I explained that Jesus and Zeus were not the same.

This is the report which Hortense wrote that day—half foreign and here and there classic in diction even as the original:

When Ulysses returned to his country he was not allowed to go to his wife, which Athene said, "I will turn you in a old man." He first went to the swineherd. Soon his son came. Athene turned his father to his own shape. When the son saw the old man turn into a beautiful shape, he thought he was a god or wonderful magician. They all separated. While his wife mourned and said, "He will never come." So soon some wooers came. When he heard this he lingered in this house till he killed them all. So he told that he was her husband by showing scar she well knew. Then she had all sorrow and weeping no more. Athene turned him back to his own shape and all live happy while Athene counselled peace. If he had not the help of Athene, he surely would have seen his wife never again.

Perhaps those who cry out against the demoralizing home conditions of Oriental peoples on our shores have not observed the fruit of those homes—the children, who in school and library are studious, intelligent and admirably behaved. We who work with them marvel and adore.

And they cherish the library friendship, which to them is a great privilege. At Christmas time one Japanese mother sent a request by her children for the nicest edition of Arabian nights. No, she didn't want the book—just the name and all about it that she might buy it to send to Japan to a little boy who had once lived in America.

And then Toni—Toni is the most interesting of all my library friends.

Toni is an Italian boy, a page—one of my earliest library friends, but a page not as yet surpassed in the art of shelving books. As I have seen Toni swing across the floor, I have thought again and again,

"That boy belongs in grand opera—just a sash and a voice would finish him up." And I have watched him push the book-laden truck along the shelves, pull out the books, shove them in and then with a nimble and graceful touch slip them to a perfect edge, and I have felt the vibrations of his perfect rhythm. And now Toni is serving an apprenticeship in landscape gardening, which he hopes to make his profession.

When this boy was in grade school he won, through competition, the right to represent his grade at a concert up-town. It had been a contest of appreciation and recognition of various selections from grand opera played on the Victrola in the classroom. Toni had won this honor but Toni in overalls and bare feet could scarcely go up so clad for grand opera. An interested teacher insisted that his family buy him clothes, which they finally did.

The day arrived. Toni dressed for the event. Now where was the carfare which would place Toni, after nearly an hour's ride, in front of the theater? It was not forthcoming. If Toni wanted to hear the concert, he could walk, said his family. And so Toni set off over the intervening miles, uncomfortable in his new store clothes but determined to make the concert. He arrived footsore and weary, just an Italian boy whom perhaps no one noticed, at least none of the thousands who thronged from the concert—for it was over. Toni had missed it.

Then Toni and his brother got into trouble in the juvenile court—something which was not Toni's fault. Had it not been for the same interested teacher who had insisted on the store clothes, he might never have come to the library. But her first idea after liberating the boy from his troubles was to get him into the library as page. There Toni has found his self-respect. To it he has brought devoted service. In it he has been growing to a fine manhood.

MARGUERITE CAMERON

Library association
Portland, Ore.

A. L. A. Meeting at Seattle

Children's Librarians' section

The first session of the Children's Librarians' section at the A. L. A. conference at Seattle was held, July 6, the chairman, Mary S. Wilkinson, Muskegon, Mich., presiding. The general topic was Children's work in relation to adult education. Mrs. Gladys S. Case, Los Angeles public library, emphasized the importance of reading as a tool for life's activities and stressed the opportunity and responsibility of the children's librarian in establishing an appreciation and desire for the best in literature. (*See p. 470.*) Effie L. Power, Cleveland public library, showed that our chief obligation to adult education work is to create a demand for it by the quality of our work during the educational period of youth by reaching all of the children, by establishing permanent interests and by relating the use of books and general reading to their life interests and needs. (*See P. L. 30:407.*)

At the second session, July 9, the general topic was Children as book readers and book borrowers. Nellie Williams, Public library commission, Nebraska, urged the importance of weeding from the book collections all undesirable books and showed in striking contrast the superstructure built upon the solid foundation of fine literature and that built upon the foundation of the cheap and shoddy books produced merely for mercenary reasons.

At a library institute in Nebraska an exhibit of two houses of books was a means of emphasizing the need of care in the selection of children's books. The one house was built upon marble; the other house was built upon sand. Upon the one foundation was built a house of those books which will be a lasting heritage to the child. Upon the other foundation was built a house of those books from which the child could not look for permanence or satisfaction. It was easy to build with the material of the well-made books. It was more difficult to build with the cheap material of the poorly constructed books. And when the two houses were completed one was attractive but the other was not even good to look upon.

The children themselves preferred the house built upon the marble because into it had gone many books known and loved by them. These books were their friends. Besides looking unsafe, the children could not find any of their

real friends in the house built upon the sand, so they turned quickly from the unstable house to the house upon firm foundation.

Margery Doud, St. Louis public library, discussed the importance of creating a love for poetry among children by relating their first experiences to the simple, ingenuous ones of child rhymes, by familiarizing children with the look and sound of poetry in a way so simple that they cannot help but understand it, thus laying the foundation for increased interest and joy in poetry as children advance in years. Susan T. Smith, Free library, Sacramento, Cal., discussed the need for the children's librarian reading the books relating to and enriching her knowledge of her profession as a means of increasing her efficiency. (See p. 467.)

In a beautiful spot on the University campus, the Newbery medal was presented to Charles J. Finger. In presenting the medal, Miss Wilkinson said: "Whenever a 'real' book for children of whatever age falls into our hands we salute it instinctively, rejoicing in the fine tale that is told, revelling in the rich imagination and savoring the perfect phrase. Finding such a book is a rare enough event to produce a genuine happiness that must be somehow expressed. To express this happiness and to recognize the most distinguished contribution to American literature for children, the Children's Librarians' section this year awards the John Newbery medal to Tales from silver lands by Charles J. Finger. It is with enormous pleasure and great pride that I present this medal to you, the highest honor it is in our power to bestow." In accepting, Mr Finger expressed his great pleasure at the unexpected honor bestowed upon him. (See P. L. 30:433.)

At the business meeting of the section, July 10, it was decided that the members of the Executive board be included in the committee to award the Newbery medal. The report of the Book Evaluation committee showed that important matters had been disposed of:

A conference with the Commissioner of education and Miss Fox, the computer of the list, Sixty selected stories for boys and girls, and with Miss Lombard, junior specialist in Home

education, resulted in the promise that a new edition of the list would soon appear without the headings and grading found in the old edition. On recommendation of the chairman of the committee, the Bureau of education is willing to consider the publication of a new list of books suitable for recommendation, compiled by children's librarians as best reading for boys and girls. The committee had been asked to cooperate in making a list, Forty books that every boy and girl should read before they are 16 years of age.

The committee suggests that the section, through its Book Evaluation committee, urge the withdrawal from public library shelves of books now considered below the standard of selection of new titles, those superseded by newer and better books, and the merely popular books of yesterday which no longer appeal to children of today.

The committee expresses approval of the idea of the appointment of a children's librarian for each state.

It was decided to publish and distribute the lists compiled by this committee as widely as possible with the funds available.

The Book Production committee reported:

A preliminary list of out-of-print books was compiled and referred to the consideration of the various publishers concerned. In a few cases it was found that the publishers had already decided to reissue the books. Several publishers were willing to consider reissue provided they were assured of adequate support from public and school libraries. In response to notice concerning these books, a sufficient demand was received to warrant the republication of five books.

The need of duplication of pictures in especially illustrated books for use in bulletin work and for circulation was presented to the publishers. The David McKay Company is the only one which has as yet made a definite proposition.

The Committee on training reported:

We have offered our services to the A. L. A. board of education for librarianship. Some advice has been requested of the chairman of the Children's Librarians' section and of a few members of the committee individually, but as a committee we have not been called upon.

Of our own initiation, we have investigated the courses in children's work being given in connection with the general courses in accredited library schools.

Under date of May 11, we sent a letter to the Committee on recruiting for library service, setting forth the obstacles in recruiting and advantages of library work with children.

The general opinion of the committee was that the hours given to book selection in the library schools are inadequate. Several sug-

gestive outlines were submitted, cutting history of libraries, reference and bibliography, cataloging, classification, etc., and adding book selection hours.

The report of the Resolutions committee was approved:

That all lists originally prepared by the Children's section of the A. L. A. which are to be revised or reprinted be referred back to the chairman of the section holding office at the time of revision.

That thanks be extended to the local members of the sections for their generous hospitality and kindly consideration of the interests of all members.

That the courtesy of the Library Bureau in lending furniture for the Children's Librarians' section exhibit be acknowledged.

That the Children's Librarians' section regrets the passing of Mrs Anna P. Mason, Janet Jerome, Abigail Rice and Elizabeth Nixon since our last meeting. Their work was of enduring value.

That a request be sent to the president of the A. L. A. for the year 1925-26 on behalf of the Children's Librarians' section that library work with children be represented in the program of a general session.

An additional resolution was voted by the section.

That the conflict in the time of meeting of the Children's Librarians' section, the School Librarians' section and the Professional Training section be presented to Headquarters for consideration in preparation of the 1926 program.

The following officers for 1925-26 were elected:

Chairman, Nina Brotherton, Carnegie library, Pittsburgh; vice-chairman, Estelle Slaven, Ohio state library, Columbus; secretary, Ruth Overman, Public library, St. Louis; treasurer, M. Ethel Bubb, Public library, Washington, D. C.

Members at large to act upon the Newbery Award committee: Helen I. Ingersoll, Public library, Denver; Jessie H. Millard, Library Association, Portland, Ore.; Mrs Gladys S. Case, Public library, Los Angeles, Cal.

The room set apart at the Olympic hotel as headquarters of the section proved to be a popular place for meeting. The model exhibit of books which had traveled so extensively during the year was attractively displayed on shelving loaned by Library Bureau. Posters, reading lists, scrap books for various children's departments, were interesting and suggestive.

E. LENORE CASFORD
Acting secretary

Library Meetings

Chicago—The Chicago library club opened its 1925-26 season, October 1, in rooms in the Fine Arts building where the club will meet thruout the year. Dr William McAndrew, superintendent of the Chicago public school system, addressed the club.

A large part of the membership was present to greet Dr McAndrew, being interested in what so important a man of the community might say on the subject assigned him—The library in the scheme of education in the community. Perhaps it would not be fair to say that the audience was disappointed in Dr McAndrew's address since they were, for the most part, highly entertained by his treatment of the topic which he took in preference to the one assigned. He announced that he preferred to speak on a topic which he himself had chosen—Ten librarians I have known.

Dr McAndrew was for many years in New York City before coming to Chicago, so that, with two or three exceptions, he dealt with librarians of Greater New York.

The first librarian discussed was one who had been in charge of the library in his home town in the later 70's and early 80's. He gave some amusing incidents of how the library, one of the kind that is always in a state of impoverishment as far as money is concerned, gave entertainments to eke out the small sum on which it was compelled to exist. The plans for raising funds were effective in bringing about friendly relations in the town.

Dr. McAndrew placed Sarah E. Annett, librarian of Washington Irving high school, New York City, in the distinguished position of "the finest librarian he had ever known." Miss Annett's ability to interest the high-school students in good books and a personality which made her the friend of both students and teachers elicited the warmest praise from the speaker. Some of his hearers questioned his belief in having a school library in a corridor where the students would have to go thru it.

John Cotton Dana was next on the list. He received high tribute because of his belief that a museum is an important part of any educational institution, particularly of libraries. He was free from the entanglement of library red tape and advocated the free use of print. Dr McAndrew spoke of Mr Dana in the past tense so that those who had not been in touch with Mr Dana for some time were rather dismayed for a time lest he had gone beyond the Great Divide without sending a farewell message.

Next on the list was Dr Melvil Dewey whom the speaker pronounced indefatigable and noted for making his points clear by homely illustrations. He recalled Dr Dewey's appearance before the board of the Public library of Brooklyn and his unanswerable argument for branch libraries for that city in the suggestion that the city of Brooklyn might as well put all its electric lights on the City Hall instead of scattering them throughout the borough.

A strong if silent feeling of protest was occasioned in many of Dr McAndrew's hearers when he quoted the late Mary W. Plummer as having said: Most librarians dislike to read, having something of the attitude of the girl who first goes to work in a candy store—library girls read a good deal at first but afterwards become satiated. Those in the audience who had had the good fortune to know Miss Plummer questioned the speaker's understanding of what she might have said when they recalled "The seven joys of reading" and the number of fine librarians with great love of reading and fine literary spirit who had passed through Pratt Institute library school under Miss Plummer's care. Indeed, one of the listeners was moved to utter, "Heresy," receiving from Dr McAndrew the rejoinder, "You say heresy? We are not in Tennessee now." Complete silence.

Another librarian cited was Mr Leland, librarian of the New York public schools, evidently one of Dr McAndrew's admirations for the tremendous work which he carries on in distributing books to the class rooms of New York City.

He included on his list the late H. M. Utley of Detroit who, according to Dr McAndrew, by personal interest and kindly advice, first interested Thomas A. Edison in reading books on electricity.

Much amusement was created when Dr McAndrew gave his attention to another librarian on his list, Dr Frank P. Hill of the Brooklyn public library. He called attention to what he considered a strong weapon in the hands of Dr Hill in that when his proposals did not meet the approval of his board of trustees and were voted down, he always announced, "Then I resign," which, up to the present, had been effective in securing approval of Dr Hill's plans for the Brooklyn library.

Dr McAndrew included Prof R. C. Davis, librarian of the University of Michigan, because of the scholarly, inspiring help which he gave the students of Ann Arbor in his day. He characterized Madge Healy of Pratt Institute as "the pioneer in children's work in the world," saying that to her was due the great progress made in this line in library service. Another librarian on the list to whom Dr McAndrew paid high tribute for the magnificent work he has done was Edwin W. Gaillard, at present in the New York public library.

The occasion of Dr McAndrew's appearance before the club was memorable in several directions. Perhaps the outstanding effect left with the audience was the query as to what the speaker might say of Chicago library workers if occasion should arise and if he should select them some time for the subject of an address. Each one went home, therefore, feeling something like Bud Means—it behooved him to put in his best ticks.

Dr McAndrew turned from entertaining comment on older librarians to speak of the library conditions in New York at present, where although such workers had not been reduced in salary on the pay-rolls, salary had not been increased as living expenses, clothing and many other things had risen in price. Library budgets remaining so much lower than the commercial workers' compensation caused librarians to find difficulty in holding to

the higher educational qualifications which should be required if the library profession is to maintain its place in the educational scheme of the community.

LISTENER

Cleveland—The following officers will serve the Library club of Cleveland and vicinity the coming year: President, George F. Strong, librarian, Adelbert College library, Western Reserve university; treasurer, Florence M. Gifford, Cleveland public library; secretary, Mary H. Clark, librarian, Municipal reference library, City hall.

Colorado—Colorado librarians, with their guests from New Mexico and Wyoming, held a three-day conference at Pueblo, October 1-3, and the Colorado librarians, at least, returned home with new zeal for the as yet unfilled task of furnishing library service to all the people of their great state.

Lucretia Vaile, Denver, reported for the Legislative committee. The bill drawn by the committee, uniting the three states, supported library activities and gave them sufficient funds to run upon. It had received the support of the Public Library and Traveling Library commissions, and of the State library, the latter two being represented upon the committee. A division in the committee appeared after the legislature had made changes in the bill which seemed to ignore, for a time, the State library. This division defeated the final passage of the bill. The Publicity committee reported that something like 9000 letters had been sent out concerning the bill.

President Ingersoll, Denver, sounded a clarion call to continue the fight for better library laws. For more than 12 years the association has been working toward this end, sometimes for a unification of the state commissions and at other times for county libraries. Small membership, great distances, and the mountain barriers have militated against a united front. Persistence in spite of disheartenment was the keynote of the presidential address.

Reports of other committees showed that not only must the association continue to finance its publicity and legis-

lative efforts, but also the publication of *Colorado Libraries*, the only organ of the kind in the state. It must also bring speakers for the annual programs and support several other phases of statewide activity. To continue these efforts; it was determined to try to reorganize the membership and to outline an enlarged and continuing program of advancement. The constitution will be revised and new methods sought to keep the association functioning as it should in preparation for the next legislative year.

The program was rich in addresses of significance and value, such as: Archaeological research in Southwestern Colorado, J. A. Jeancon; Folk-lore and legends among the Indians of New Mexico, Elizabeth Willis DeHuff, Santa Fe, author of *The Taytay tales*; Educational and library work of the Colorado Fuel and Iron Company, W. E. Bragg, Pueblo; Are we building on a firm foundation? Children as book readers or book borrowers, Nellie Williams, secretary, Nebraska library commission. Several of the contributions made by Colorado librarians to the Seattle program were reproduced—Book-buying, by May Wood Wigginton, Denver, and by Mary M. Weaver, Rocky Ford; also, Eleanor M. Witmer's paper. The browsing corner in the high-school library. Two practical papers were *How the high-school library serves the English and History teachers*, by Vanita Trovinger, and *Attractive illustrated editions of high-school classics*, by E. M. Pfitzenreuter, Greeley. "Who is my neighbor?" by Mrs M. S. Murphy, described the growth of a typical western public library, Monte Vista, which tries to be a neighbor to every person, school and club within its range of service within and beyond its town limits. Quantrille McClung, Denver, in her paper, "After seeing the Thief of Bagdad," gave us a handy reader's guide to the land of Arabian nights. Her method of leading the reader on by easy stages from an interest already aroused would often be of far more value in "adult education" than some of the formal lists put out. Wilma L. Shelton, University of New Mexico, spoke briefly of the work in New Mexico.

New officers elected were: President, Ida Frisch, Salida; vice-president, Katherine Silver, Lamar; secretary-treasurer (continued in office), Linda M. Clatworthy, Denver. Other members of the executive committee are Agnes Hall, Denver, and Mrs Anna Duffield, Loveland.

LINDA M. CLATWORTHY
Secretary

Connecticut—The annual meeting of the Connecticut library association was held, October 13-14. By invitation of the trustees of the Wadsworth Athenaeum, the meeting was held in the beautiful building given by Pierpont Morgan, Sr., in memory of his father, J. S. Morgan, at one time a merchant in Hartford.

The conference opened on Tuesday afternoon with an address of welcome by Dr Jacobus, president of the Watkinson library, who gave a brief history of the libraries of Hartford, the city which, after Boston, has more free libraries than any other in New England. President James L. McConaughy, Wesleyan university, spoke on the layman's point of view toward a public library. Group discussions followed, led respectively by Alice O'Connor, Farmington; S. Irene Davis, Stamford, and Andrew Keogh, Yale university.

A fellowship dinner, to which library trustees and anyone interested in library affairs were invited, proved a cheerful occasion.

MacGregor Jenkins of the *Atlantic Monthly* made the evening session a delight by his address on The friendliness of books.

The first part of the program Wednesday morning was given over to business. Resolutions of appreciation and sympathy were made in memory of three valued members of the association who died within the year—William R. Eastman, a national figure in our profession; Myra Cone Sweet of Southington, Charles J. Barr of Yale university, and Judge George M. Carrington of Winsted.

The remainder of the session was devoted to problems of interest to trustees and librarians.

The last session was devoted to a Book discussion led by Margaret Jackson, lecturer on Book selection at the New York Public Library school. A tea given by the staff of the Hartford public library closed a profitable and refreshing conference.

Officers for the coming year are: President, Corinne Bacon, New Britain; vice-presidents, L. Lindsey Brown, Waterbury; Wilbur F. Gordy, Hartford; Rev Roscoe Nelson, Windsor; Mrs Margaret B. De Lacour, Stratford; Mrs H. E. Havens, Niantic; secretary, Greta E. Brown, New Britain; treasurer, Ruth B. McLean, Hartford.

GRETA E. BROWN
Secretary

Massachusetts—The Special libraries association of Boston, under its new president, William Alcott, librarian of the *Boston Globe*, had an inspiring and enthusiastic first meeting September 28, at the library of Stone & Webster. This was the seventh anniversary meeting of the association, which is growing steadily and doing real, constructive work in its committees and general discussions.

Eight speakers in the record time of 40 minutes gave vivid pictures of sectional conferences at the Swampscott general convention of the Special libraries association. The association was particularly fortunate in having the president of the national organization, D. N. Handy, librarian, Insurance library association of Boston, present to explain the business end of the organization and to give the local group the inspiration of its close relationship with the larger association.

Plans for the year's program are developing rapidly and reflect the broad interests of special librarians, showing that they are not narrow minded, limiting their meetings only to strictly library topics. Definite dates are as follows:

October 26, Everett shops of the Boston Elevated Railway in the afternoon and the library of the Boston Elevated in Boston in the evening on How the El library functions.

November 23, Reception to Charles F. D. Belden, president, A. L. A., and head of Boston public library.

January 22, Joint meeting with the Massachusetts library clubs at the State house.

The Bay Path library club held its autumn meeting at Worcester, Mass., October 22. The program was full of interest and the fact that several persons whose names were on the program failed to appear gave opportunity to hear others unexpectedly but with equal interest.

Edna Phillips, Library commission, Boston, gave a charming talk on "May as I spent it in Italy and adjoining countries." Notes to do likewise were set down more than once.

Discussion of general topics was most lively but the discussion of books, of course, led in interest.

Alice M. Jordan, supervisor of children's reading, Boston, gave an hour's talk at the morning session. Too many juvenile books are published, she believes, so many that are not likely to last and a surprisingly few to be enthusiastic about. But for timely interest one should buy from the quantity of current juvenile books. Miss Jordan recommended:

*Hutchinson, Chimney corner stories
Satisfactory in type and contents. Issued by Milton, Balch.

Orton, Little lost pigs
Original. Imitation in no wise of animal stories in general. Suited to third grade.

Rowe, Rabbit lantern
Baker, Little girl who curtsied

*Phillips, Pretty Polly Perkins
Rag doll story. Sympathetic with doll nature. Houghton, Mifflin.

Chrisman, Shen of the sea
Hill, Charley and his coast guards

Daudet, Pope's mule
In *Little Library ed.* Suited to 12 year old readers.

Horne, King Penguin

*Putnam, David goes voyaging
Subject, Beebe expedition.

Moon, Chewee
For older children.

Meigs, Rain on the roof

Fisher, D. C., Made to order stories
Full of fun. Valuable to story tellers. \$2.50.

*Hamlin, Beloved Acres
Century, \$1.75. Among the few good books written for older girls.

Heming, Living forest
Lovejoy, Pieces for every month of the year

*Especially desirable.

Annie M. Waite, West Boylston library, gave a list of six books of fiction, the ones most generally liked by her readers during 1925 and perfectly desirable for every library.

McClure, High fires
Waller, Deep in hearts of men
Richmond, Red of Redfields
Norris, Rose of the world
Wodehouse, Leave it to Psmith
Post, Walker of the secret service

Two more added as popular but much limited in appeal were:

Ramsay, High road
Miln, Shantung garden

Volunteers mentioned the following non-fiction books which were proving "good buys."

Bazalgette, Henry Thoreau
Harcourt, \$3.
Dunbaugh, Going to Florida?
Handbook style.

Rinehart, Commonsense of health
Neither diagnosis nor medical prescription but encouraging to the ailing or nervous.

Kennedy, Real John Burroughs
Easily read. \$2. New viewpoint.
Lady Hosié, Two gentlemen of China
Expensive but highly recommended.

The periodical *Time* was warmly praised by Miss Wheeler of Leominster as being a successful rival of the *Literary Digest* and a time-saver.

New Hampshire—The New Hampshire library association opened its thirty-sixth annual meeting at Laconia, October 7-9, with a talk, The friendliness of books, by MacGregor Jenkins of the *Atlantic Monthly*. Mr Jenkins maintains that the satisfaction to be found in a good book is not only for high-brows but for everybody, and confusion of literary with high-brow has excluded many from testing reading as a source of happiness. Harold G. Rugg, Dartmouth College library, spoke on the revival of interest in artistic printing and binding, mentioned some of the famous old examples and exhibited a number of the best made books from modern presses. N. L. Goodrich gave a resumé of the Seattle meeting, emphasizing the four great projects of the A. L. A. Dr C. A. Stephens talked on What young people like in their books

and stories, and made a plea for true stories for boys and girls. In more than 50 years' association with the *Youth's Companion* he has found that children like straight-forward tales of real adventures, whether the ending be happy or unhappy.

A trustees' session followed, at which N. L. Burbank urged a more aggressive policy for libraries. The library should display a prominent sign, illuminated at night, books in lighted stores and on busy corners, and in other ways emulate the methods of business men in getting their goods before the public. Shall a trustee help or hinder? was the subject of a paper by J. Randolph Coolidge, trustee, Boston Athenaeum.

At the dinner on Thursday evening, attended by 70 guests, two scholarships were awarded for efficient management of small libraries. After dinner, the company enjoyed *Prudence and Lotta*, or *A Burning Issue*, a play extolling the New Hampshire summer library school and written by Marion Boothman of the State Library commission.

The Friday morning meeting was concerned with library work with schools. Harold M. Smith, headmaster of Pembroke academy, talked of the great improvement in book equipment which has come in the last 20 years and the aid in selection which the librarian, who knows the books, may give to the teacher, who knows the children. Everyone of the seven cardinal principles of education should be consciously furthered by the library. Leaders in word tests, which are considered an index to chances for success, have invariably been wide readers; the lowest scores have always been made by children who read very little. Methods by which children are interested in books and reading were discussed. The *Open Road Analyses* were suggested as helps in vocational guidance.

Appreciation of regional New England meetings was expressed and it is hoped that they may be held at regular intervals.

The following officers were re-elected for the coming year: President, Grace E. Kingsland, Howe library, Hanover; vice-presidents, N. L. Goodrich, Dart-

mouth College library, Hanover, and Winifred Tuttle, City library, Manchester; secretary, Helen Grant Cushing, University of New Hampshire library, Durham; treasurer, Helen C. Clarke, City library, Concord.

HELEN GRANT CUSHING
Secretary

Pennsylvania—The twenty-fifth annual meeting of the Pennsylvania library association, at Wernersville, October 6-8, was distinctive because it was the largest meeting ever held and because there were more trustees present than ever before.

The first general session included, besides the regular business, the naming of the recipients of the four Summer School scholarships, one of which was awarded for general excellence to Elizabeth Baush, and the announcement of the affiliation of the association with the A. L. A.

President Anne W. Howland, in her address, What's the matter with Pennsylvania? apparently aroused the association to the decision that, if there was anything the matter with Pennsylvania, the association would do its best to right it. Among the constructive recommendations passed were a motion to make the State library once more an independent department instead of continuing under the Department of public instruction, to print a handbook of the libraries of the state, with much-needed statistics, and to form, in the Trustees' section, a publicity committee to "sell" the library idea to the state at large.

Outstanding features were, Financing public libraries, a paper by O. R. Howard Thomson, Williamsport; Miss Crocker's account of her county library in Clinton county; Miss Root's report on Bethlehem's recent successful drive for tax support, and Henry F. Marx's statement that his library really profited by being dependent upon the school board; that, as the schools take over a good deal of the work with the children, the library is able to devote more of its energies to its proper function of adult education, and that its support is more generous than if it stood alone.

On Tuesday night, T. A. Daly introduced us to "Carlotta" and the others;

Wednesday afternoon, Mrs Becker of the *Saturday Review* talked on new books, and that evening, after the banquet, Mrs Marguerite Wilkinson took the librarians on delightful adventures in poetry-making.

At the second general session, Thursday morning, Susan Himmelwright told of what the Woodlawn free library is doing with Children's Book week, which is not a mere matter of six days there but is the culmination of the activities of many weeks in the schools and library, vacation reading, book impersonations, Kiwanis and Rotary booklists, poster work, etc.

Edith John, state consulting librarian, consolidated library standards of the various parts of the country, as to laws, budgets, books, records, etc., and applied them to Pennsylvania, bringing out the fact that only 25 per cent of the population of the state is receiving library service.

Mr Harvey, head of the Book department of Pomeroy's store, Harrisburg, through the coöperation of Pomeroy's and the publishers, presented each member with a copy of Porter's *Keeper of the bees*.

Informal library school luncheons were held at noon. In the afternoon, the Trustees' section held a particularly live session, emphasizing the trustees' responsibility in library finance and legislation.

Officers for the coming year are: Asa Don Dickinson, president; Mrs Catherine M. Charles, vice-president; Nell B. Stevens, secretary; Alice Willigerod, treasurer; Henry F. Marx, delegate to the A. L. A. council.

The 1926 meeting of the association will be held in conjunction with the A. L. A.

JANE H. BROWN
Secretary

The following newly elected officers will serve the Pennsylvania library club for 1925-26: President, Thomas L. Montgomery, librarian, Pennsylvania Historical society, Philadelphia; vice-presidents, John F. Lewis, Philadelphia; A. Edward Newton, Philadelphia; secre-

tary, Martha Coplin Leister, chief, Department of public documents, Free library, Philadelphia; treasurer, Bertha S. Wetzell, Library Company of Philadelphia.

Vermont—The annual meeting of the Vermont library association and the Free Public Library department was held at Middlebury, October 13-15.

After a "get-together" supper, Tuesday evening, Prof Wright gave a fine talk on Making of one's personal library. He urged his listeners, although the idea might seem strange to a librarian, to acquire by degrees a personal library filled with stimulating books which one had learned to love.

At the business meeting Wednesday morning, reports of the district meetings and of the New England meeting at Swampscott were read. Mrs Moses, Bennington, read a paper on The library of the future. She prophesied the use of airplanes and increased interest in library work in Vermont. Miss Fletcher, Proctorsville, in a talk about Vermont poets, surprised many of the librarians with the large number of Vermont poets whose poems are interesting and well worth reading. She read selections from the works of over 25 poets, almost all of whom have some poem praising Vermont. The range of subjects and style was large, from religious ones, as some of those of Stephen Barnes, to Prof Peach's Hill trails and Gardyne's French Canadian poems. A problem hour in charge of Miss Mower, Morrisville, caused interesting discussions of A. L. A. booklists, problems of discipline and recovering overdue books. A lawyer on the board of trustees to threaten legal action seemed effective here.

In the afternoon J. I. Wyer, State library, Albany, N. Y., in discussing What a state can do for its citizens in the way of library resources, showed how Vermont might improve its library service. He said that Vermont had good library agencies but that the library commission should not be under the Board of education, as the work was more efficient when it was not of secondary importance. He urged that all library activities be com-

bined in one department and gave many other practical suggestions. Jasper Wright, Enosburg Falls, told of the library survey of Vermont that is being made. He showed a map of Windham county with the entire and school population and told where library service was needed most in small villages and for high schools. He especially spoke of the needed instruction in the use of books and libraries, which was being given in only a few schools at present. Miss Fletcher reported the work done by the survey committee and the temporary committee. A permanent committee to continue the work was appointed.

Through the kindness of the trustees, the librarians were given an opportunity to inspect the buildings of Middlebury college, especially the delightful new French chateau.

Mrs Oppenheim, author of *Winged seeds*, was the speaker of the evening. She imparted to her listeners her spirit of optimism, the dream of the future which keeps her on a farm and the absorbing work which, like that of the librarian, expects compensation not in a large amount of money but in the help and satisfaction given human souls. She read some of her unpublished poems and closed her charming talk with an amusing skit on "rejection slips," her friends through frequent appearances. Mrs Bonney of Middlebury sang a number of delightful songs.

At the Thursday morning meeting, State Librarian Conant read a history of the library and told of its importance in Vermont, the many historical and legislative reference books it contains and, more recently, more popular books, as biography. He said that books would be sent to any part of the state but that requests should come through the public library. Miss Cook gave a similar talk about the Free Public Library department. Its work is handicapped by lack of funds. She told how libraries were sent to all parts of the state, especially to rural schools, how money was given to small libraries for the purchase of new books. She mentioned the library sum-

mer session, free to Vermonters, the book-wagon and the many other phases of the work which keep the members of the commission always busy. A discussion of recent books was in charge of Miss Gorton of Rutland. Book reviews and lists of new books formed the final number of the program.

The officers for next year are: President, Ellen Brown, Norwich University library, Northfield; vice-president, Minnie Gorton, Rutland; secretary-treasurer, Priscilla Bancroft, Proctor.

Washington—The name of the group of librarians known as the Southwest Washington library association has been changed to the Association of small libraries of Western Washington, since a number of libraries not included in the territorial limits of the former association have shown much interest in the activities of the association.

The officers for the present year are Elizabeth Satterthwaite, Public library, Olympia, president, and Vernet Smith, Public library, Raymond, secretary.

The first meeting was held, September 12, when coöperation between the library and the school was the main topic for discussion. State Librarian Hitt gave an interesting comparative report of the libraries of the state.

Coming meetings

The New Jersey library association will hold its fall meeting in Trenton, November 17.

The thirteenth annual conference of Eastern college librarians will be held at Columbia university, November 28.

The Mississippi library association will hold its 1925 meeting at the State Teachers' college, Hattiesburg, November 19-20.

The Kansas library association will hold its annual meeting in Wichita, November 3-5. Among the speakers will be Henry J. Allen, former governor of Kansas, and Dr W. O. Mendenhall, president, Friends university, Wichita.

The Midwinter conference of the A. L. A. will be held at the Drake hotel, Chicago, December 31, 1925-January 2, 1926.

Interesting Things in Print

A selected bibliography on cliff dwellers and cliff dwellings of North America, compiled by Louise Guerber, has been issued by the Public library, Denver, Col.

A list of books on the city manager plan of municipal government has been issued by the Public library, Rochester, N. Y. The subject is extremely well covered.

Pt. I, v.34 of *Proceedings of the American Antiquarian Society* contains the Rhode Island division of the bibliography of American newspapers, 1690-1820, compiled by Clarence S. Brigham, librarian of the society.

The Free public library, New Bedford, Mass., has just issued a selected list of books on cotton and its manufacture to be found in the library. Most of the books on the list are recent publications and represent important and suggestive works.

The Municipal information bureau of the University of Wisconsin, Madison, has issued two interesting reports, both compiled by Lorna L. Lewis, librarian of the bureau—Municipal expenditures for recreation in Wisconsin cities, 1924, and Salaries of city officials in Wisconsin, 1925.

"The play's the thing," an article full of suggestions for dramatic presentation of books for the children's room, is to be found in the *Ontario Library Review*, v. 9, no. 4. The author, Sadie E. Bush of the Boys' and Girls' house of the Public library, Toronto, gives a good account of the dramatic action in that quarter.

The Public library, Sioux City, Ia., has issued a pamphlet on its service to hospitals of that city. The booklet is made up of commendations of superintendents, doctors and directors of more than a dozen institutions, who speak in the highest praise of the service rendered by the hospital department of the Sioux City library.

A recent issue of the *Sunday Register* of Des Moines, Ia., carried a "To Rent" advertisement of "beautiful, conveniently arranged and commodious 3-in-1

apartments for small families." After enumerating the many advantages of the location of the apartments, a black face line stated: "A branch of the Public library just one block away. A delightful place to live." This is a new phase of library publicity.

A pamphlet giving an account of the library movement in Bengal, India, through the activities of the Hooghly District library association, has been published by the secretary of the association, Manindra Nath Rudra. A point of interest in the constitution of the library association is the condition under which "gentlemen" may become members. The ideals of the association are of high order and cannot but be conducive to development of library spirit.

The American Library Association has recently issued a number of reading lists. The books are annotated and arranged under subjects and the lists will doubtless be found of great value to librarians far from book centers in making selections for purchase. Among these are Popular books in science, revised edition; Recent children's books; Gifts for children's book-shelves, and Books for the modern home (300 of the best books selected and recommended by the staff of the Public library, Indianapolis, Ind.).

A valuable booklist prepared for high-school pupils of Newark, N. J., has been issued by the Public library of that city, under the title, *Biographies: The lives of noted authors*. Valuable suggestions are given as to how to use these biographies and descriptive notes follow the entries. A rather ingenious warning against mutilating the books is to be found at the bottom of the list. The high-school pupil finds himself asked to "spot the other fellow," a process in which high-school students are wont to indulge themselves.

The Thomas Y. Crowell Company, New York, has sent out a bit of interesting and useful print under the name, *Who's who among Crowell authors*. While it is advertising for that firm, the pamphlet gives intimate sketches of many favorite authors. It has a number of beautiful colored illustrations. Another

particularly valuable publication from the Crowell Company is a Graded list of books for school libraries. The books are arranged under grades and then classified by subject, which gives the list a double value.

Both of these booklets are for free distribution.

An interesting booklet of some 150 pages has been compiled by the Prospect Union Educational Exchange of Cambridge, Mass. This is an exposition and survey of educational opportunities in Greater Boston, relating especially to day and evening courses for working men and women. The survey shows there are some 2300 of such opportunities, the courses listed being open to all men and women regardless of previous schooling. While 141 schools are represented, the list is selective as the Educational Exchange is an accrediting agency. Over 70,000 men and women attended evening schools in and around Boston last year, and the demand this year is greatly increased and continuous. The survey is a most comprehensive educational study of Greater Boston and shows the extent of development of the principle of adult education in that community.

An interesting and comprehensive list of periodical publications in the Public libraries of Coventry, England, has been issued. The list is "a classified catalog, with index to subjects and a complete alphabetical list," compiled by Lydia A. Beasley of the library staff. It is of convenient size and, with its comprehensive arrangement, is undoubtedly a useful tool for the public of Coventry. One in search of information on current topics would not object to being "sent to Coventry," being sure of meeting such a useful booklet.

Another English library publication is the handbook recently issued by the Bristol public libraries, containing a very comprehensive description of the libraries and their contents, interspersed with instructions as to how to use the library, expansions of the D. C. and other things which make the booklet interesting to anyone who believes in libraries. The

handbook was prepared for distribution at the "Bristol First" exhibition held in Bristol this summer.

The main library and 10 branches contain 216,751v., and last year circulated 1,291,778v.

Books

Robert Haven Schauffler, who is a good friend of the librarians and has done several important anthologies, such as *The American Holiday Series*, which have helped librarians greatly, is publishing a very unusual anthology of poems this fall under the title, *The poetry cure*, A pocket medicine chest of verse. As a mark of recognition to his many friendships among the librarians, he has dedicated his book as follows:

To the noble army of
Creative Librarians
Practitioners All—
Consciously or Unconsciously—
Of the Poetry Cure
This Book
Is Respectfully and Cordially
Dedicated

Edward S. Caswell, assistant librarian, Public library, Toronto, Ont., has prepared for the press a third edition of his anthology, *Canadian singers and their songs*, which may be described as an album of Canadian poets, giving, along with half-tone portraits of the poets, selected poems reproduced in facsimile of their authors' handwriting, with the signature attached. To this new edition has been added not only some 35 additional poets, living or dead, but also a series of fairly full biographical notes. The book is notable for the number of the earlier Canadian poets which the compiler was able to include in his choir of "singers."

Heckman, Albert W. *Paintings of many lands and ages*. Art Extension society. N. Y. 63p.

This introduction to picture study and art appreciation by an instructor in fine arts at Teachers college, Columbia university, has been prepared to accompany some 90 color reproductions of paintings which have been selected by the Art Extension society for study in the elementary grades and high schools. The author stresses the importance of the study of

objects of art, or reproductions of them, that color reproductions should be studied when the works of art are in color, and that there should be more study of the way in which the artist has combined intelligent use of his medium with aspiration.

Analyses of the pictures chosen, with biographical notes of the artists, are given.

An interesting letter from Bettie D. Caldwell, author of *Founders and builders of Greensboro, N. C.*, a volume of more than 350 pages containing 50 sketches of the founders and builders of Greensboro, with portraits and illustrations, pays a high compliment to the Public library of Greensboro for the great help she had in finding material for the sketches in the local collection, including old newspaper files and local histories not available elsewhere.

Miss Caldwell stresses this fact with the idea of encouraging other small libraries in building up similar collections, a most admirable and valuable suggestion. While lack of space and means for care place a very severe handicap in the matter of preserving local newspapers, still the public library of any community ought to use its influence to induce someone in the community to see to it that a complete file of local newspapers is preserved. This ought not to be a hard thing to do since almost any community will find some citizen with space and means at hand and enough local pride to make possible preservation of local historical material until such a time as the library is ready to take care of it.

Perhaps a special addition to the library commemorating some person or event, with an endowment for its care, might strike some person of means as an admirable thing to do, as it certainly would be.

Miss Caldwell's book is full of interest for one who is interested in the beginnings of social history in America even though one may have no claim on the locality that is so interestingly and admirably portrayed in *Founders and builders of Greensboro*.

Library Schools

Carnegie library, Atlanta

The library school of the Carnegie library began its regular schedule of classes, September 21, after three days of preliminary work to acquaint the students with the various departments of the Atlanta library where they do their laboratory work throughout the year.

Seventeen students are registered from seven states including Georgia, Tennessee, Alabama, Florida, North Carolina, South Carolina and Virginia. There are 14 colleges and universities represented in the academic training of the students. The average of college preparation is higher than that of previous classes. Nine students have a college degree, while seven others have had one to three years of college work. One student who has had three years in a Florida college will have her work in the library school accepted by her college as the fourth year.

At the end of the second week, the students had an opportunity to meet informally the members of the staff of the Carnegie library and the instructors of the library school.

WINIFRED LEMON DAVIS

Principal

Carnegie library, Pittsburgh

There are 16 states and 27 colleges represented by the 53 students registered in the school this year. Of these, 46 are taking the full course, two from last year's class are completing their work this term, and another student is taking half the course. Four additional students, two from the University of Pittsburgh and two from Carnegie Institute of technology, are registered for Book selection under a new plan which is being tried this year.

Samuel Harden Church, president, Board of trustees, Carnegie Institute, spoke to the students, September 17, giving reminiscences of Mr Carnegie and telling of the way in which he became interested in libraries.

On September 27, the Pittsburgh chapter of the Alumnae association welcomed the class of 1926.

Rachel Freedman, '25, assistant, Schools department, Public library, Springfield, O.

Kathleen Kelly, '25, assistant, Carnegie library of Pittsburgh.

Elva S. Smith, head of children's department, Carnegie library of Pittsburgh.

Vera J. Prout, '14, head of Children's work, Public library, Kansas City.

Announcement has been made of the marriage of Florence Jennings Burr to Philo S. Shelton, October 10, at Westport, Conn.

NINA C. BROTHERTON
Principal

Drexel Institute

The class of 1926 numbers 16, a smaller class on account of the late change in entrance requirements.

Winnifred Wennerstrum, Ph. B., Drake university, and B. L. S., N. Y. S., has joined the faculty as instructor in reference and cataloging.

The class attended the annual meeting of the Pennsylvania library association at Wernersville and heard Mrs May Lambertson Becker of the *Saturday Review* talk on new books.

By action of the Board of trustees a summer school for school librarians has been approved for the season, 1926. There are also in preparation extension courses for credit in library science to be given for teacher-librarians from 4 to 6 p. m. and Saturday forenoons. The faculty, curriculum, credits, etc., for the courses are under consideration.

Helen I. Borneman, '25, assistant cataloger, Haverford College library, Haverford.

Dorothy E. Buckley, '25, assistant reference librarian, Osterhout free library, Wilkes-Barre.

Elizabeth F. Cooley, '25, assistant, Periodical department, University of North Carolina library, Chapel Hill, N. C.

Letitia E. Pool, '25, first assistant, Drexel Institute library, Philadelphia.

Emilie L. Prowattain, '24, is librarian at the Pennsylvania University museum, Philadelphia.

Gladys E. Seymour, '24, librarian at the Kennard junior high school, Cleveland, O.

Elizabeth S. Stewart, '23, children's librarian, North branch, Public library, East Cleveland, O.

Eleanor Wells, '23, first assistant, Documents department, Free library of Philadelphia.

Dorothy Ward, '24, librarian, Harding junior high school, Philadelphia.

ANNE W. HOWLAND
Director

University of Illinois

The total registration for the first term is 56, 15 seniors and 41 juniors, a slight increase over last year. The faculty remains unchanged.

As is usual at this time of the year, two or three social gatherings have been held for the purpose of introducing new students to the faculty and former students.

The registration statistics show the following states represented: Juniors, Arkansas, Oklahoma, Mississippi, New York, South Dakota, Washington, Wisconsin and England, each one, Illinois 13, Indiana 4, Iowa 3, Michigan 3, Minnesota 2, Missouri 2, Nebraska 3, Ohio 3. Seniors, Iowa, Kentucky, West Virginia, Massachusetts and Alberta, each one; Illinois 7, Nebraska 3.

Mrs Emma Rhoads Nickoley, formerly a student in the library school and also a member of the University library staff, will spend this year in residence at the university with her daughter who is now a junior in college.

Helen V. Barnes, '24-25, has joined the staff of the Public library of the District of Columbia.

Mae C. Hessler, '24-25, has been appointed assistant in the order department of the University library.

Kitchel F. Adkins, '24-25, has joined the staff of the Public library, Oklahoma City, Okla.

Evelyn M. Foster, '24-25, has joined the faculty of Western Reserve library school.

Alma Hook, '24-25, was wrongly reported as being at Iowa state college. The University of Iowa should have been given.

Margaret Clark, '24-25, has been appointed librarian, Southern Illinois normal school, Carbondale.

John H. Dougherty, '24-25, has been appointed assistant, University of Missouri library, Columbia.

FRANCES SIMPSON
Assistant director

Los Angeles public library

The school opened, September 21, with a class of 29. The majority of the students are college graduates, two of whom have masters' degrees. Those who do not have bachelors' degrees have had from one to five years of library experience in addition to some college preparation. These are ranked as intermediates and a modification of the regular library school schedule is planned for them.

The course of study this year follows the recommendations of the Board of

education for librarianship as far as possible. The basic courses in cataloging, classification, reference and bibliography, book selection, administration and library as a profession, are required of all students. Two courses in children's books are given, one for the general worker, one hour a week the first semester, and a more intensive course for those intending to be children's librarians. The latter is to be given one hour a week the first semester and two hours a week the second. Those who elect this course will also elect storytelling and administration of children's rooms. Students who do not elect children's work may elect special courses in manuscripts given by Captain R. B. Haselden of the Huntington library, or branch administration, or advanced reference, or work with schools. The size of the class makes it necessary to have two sections in reference, cataloging and classification.

Appointments for the class of 1925 have been made as follows:

Elizabeth Armstrong, librarian, Washington junior high school, Pasadena.

Helen Iredell, assistant, Public library, Long Beach.

Margaret Macgowan, assistant librarian, Franklin high school, Los Angeles.

Ella Muir, children's librarian, South Portland branch, Portland, Ore.

Elise Robson, assistant, University of Southern California library.

Grace Taylor, assistant, Reference department, Public library, Sacramento.

Alice Phelps Walker, assistant librarian, Fremont high-school library, Los Angeles.

Anne Arrants, Norma Cuthbert, Roma Efner, Adalia Haass, Charlotta Hoskins, Faith H. Hyers, Laura Martin, Margaret Miller, Edith Paxton, Mary Helen Peterson, Olive Sprong, Esther Whyman, Frances Woodworth and Florence Youngman, Public library, Los Angeles.

Dorothy Bennett and Helen Hancock, Public library, Pasadena.

Marriages

Gertrude McLaughlin, '18, to H. G. Hopkins of Hollywood.

Katharine West, '20, to Dr Kenneth Smiley of South Pasadena.

Irene Melgaard, '22, to Walter U. Hauser of Minneapolis.

Loreita Balcom, '25, to George F. Campbell of Los Angeles.

MARION HORTON
Principal

New York public library

The total number of juniors at the close of registration, September 21, was 44. The group is drawn from the usual geographical range and there are in it several from foreign countries. Of the total of those entering, 16 had no adequate library experience previously; 17 of the class have been teachers. As regards education, the records of the group are significant, since three hold doctors' degrees, three hold masters' degrees, and 30 hold bachelors' degrees or a foreign equivalent. Of the remaining eight, two have had three years of college work and one is a normal school graduate, leaving only five whose formal education is limited to four years of high school study.

Recent Alumni gatherings in connection with professional meetings have been well attended. At the sessions of the New York State library association at Poughkeepsie in June over 20 participated in the reunion dinner and several more were on hand for certain of the meetings. At the A. L. A. conference in Seattle almost 30 registered for the school dinner.

ERNEST J. REECE
Principal

New York state library

Enrollment for the year numbers 56, seven of whom are men, in the regular course, and 16 in the teacher-librarian course which is conducted jointly with the State college for teachers. Of the regular students, 13 are in the senior class, 40 in the junior class and three are taking partial work with one or both classes. Geographically considered, the students represent 23 states, the District of Columbia, Germany and Norway. New York leads with 36 and Ohio and Indiana follow with three each.

The school has been unusually fortunate in securing the services of Lucy E. Fay for the Alumni instructorship. Her training and experience make her exceptionally well fitted to conduct the courses—advanced library administration, advanced classification and school libraries.

This year, for the first time, all senior courses have been made elective. Every senior must complete at least 30 hours,

elections in each case being subject to the approval of the faculty. This plan affords greater opportunities for specialization than were possible under the former ruling.

At recent meetings of the two classes the following officers were elected: Senior: President, James Brewster; secretary - treasurer, Helen H. Martin; Junior: President, Helen Northup; vice-president, Heath Babcock; secretary-treasurer, William Carlson.

Recent appointments for students in school last year are as follows:

Catharine W. Bockée and Elisabeth F. Makin, assistant teacher-librarians, Schenley high school, Pittsburgh, Pa.

Lucile Elwood, librarian, High school, Port Chester.

David J. Haykin, head, Catalog section, New York state library.

Raymond W. R. Maier, librarian in charge of History seminar, University of Michigan, Ann Arbor.

Marriages

Gladys H. Hinsdale, '23, to John H. Poultrige, August 22, at Camillus, N. Y. Address: 403 La Forte avenue, Syracuse, N. Y.

EDNA M. SANDERSON
Vice-director

Pratt Institute

The school opened, September 28. The number of applicants for the class of 1926 was larger than for any year since 1916, and 31 of the number were college graduates. Five places were reserved for non-collegians, which were filled by a competitive examination in June. The following colleges are represented: North Carolina college for women, Queen's university, the universities of Iowa, Oregon, Minnesota, South Dakota, and the colleges of Middlebury, Adelphi, St. Olaf, Marymount, Pennsylvania, Barnard and Skidmore.

Five students have attended private schools beyond high-school grade, and one only has not gone beyond high school in academic training; 20 of the 27 (yielding to pressure, we took in two above our usual number) have had library experience, 11 have taught, 5 have been in business and 5 in social work, 2 have done newspaper work, and only 2 have come

right out of college with no other experience to their credit.

Appointments in the class of 1925 made since the July number of PUBLIC LIBRARIES are as follows:

Alice H. Billings, general assistant, Public library, Alhambra, Cal.

Helen Reed, children's librarian, McGregor public library, Highland Park, Mich.

Sarah de C. Ruth, assistant, Public library, Des Moines, Ia.

JOSEPHINE A. RATHBONE
Vice-director

St. Louis public library

The school began, September 24, with 26 students taking the general curriculum and seven the training in library work with children. Of those taking the general curriculum, 16 have bachelors' degrees, one holding an M. A., also. The colleges represented are Washington university; Lindenwood college, St. Charles, Mo.; College of the Sacred Heart, St. Louis; East Carolina teachers' college; Missouri university; Ellsworth college, Iowa City, Ia. From one to three years of college is presented by six other students and four have experience in its place. Of these students, 16 had experience ranging from eight months to eight years.

The curriculum in library work with children includes, for the first semester, courses in book selection, story-telling, administration of library work with children, and child psychology, with another hour given to the discussion of such subjects as racial backgrounds, library work with foreign children and reports on special subjects assigned. Seven students are registered for this work, four of whom are first-year students who are combining technical subjects with this special work. Three others are working three-quarters time in the St. Louis public library and devoting five hours a week to class work in library work with children. Two of these students are graduates of the St. Louis library school, and one of Western Reserve library school. One has an A. B. from Western Reserve university, and one from Smith college. Four have two years of college work each and one has library experience.

Simmons college

Simmons college opened, September 21, with the largest registration the library school has ever known, both in the freshman class of the four-year program and in the strictly library-science-year group, composed of Simmons college seniors and of graduates of other colleges. This group, 57 in number, consists of 28 seniors, 28 graduates, one special student. One student comes from Hawaii.

The teaching staff has been increased to four full-time instructors, Helen Burgess being the new member. Miss Burgess is a Vassar graduate, with the degree also from the Simmons College school of library science. As her interest was particularly in library work with children, she supplemented that with the advanced course in children's work offered by the Cleveland public library. With the exception of a year in the Providence public library, Miss Burgess has been connected with the Cleveland system since 1919, first in the children's rooms of the branches and for the last three years as a librarian in the Cleveland high schools. Last summer Miss Burgess gave the summer courses at Simmons in Children's literature and School libraries.

Positions not previously published are:

Beatrice Clugston, '25, assistant, Adelbert College library, Cleveland, O.

Olive Wilson, '25, librarian, Medical library, Hartford, Conn.

Irene Wilson, '25, librarian, High school, Mt. Vernon, N. Y.

Helen Geddes, '07, has been appointed head cataloger of the library of the College of liberal arts, Boston university.

Lucile Littlefield, '23, has become an assistant, Radcliffe College library.

Charlotte Noyes, '11, formerly connected with the Jackson Laboratories library of DuPont's, Wilmington, from which she went to the W. A. Gilchrist Company, Chicago, will return to Du Pont's in November.

Ruth Vanderpool, '25, formerly of the Public library, Rochester, N. Y., is now librarian of the West high school, Rochester.

Carrie Jones, '19, has become librarian of the library of the National Association of Real Estate Boards, Chicago.

Alice F. Stevens, '22, has accepted the charge of the State Normal School library, Oshkosh, Wis., for this year.

Persis Moore, '23, has been appointed librarian of the hospital library, Jefferson Barracks, Mo.

JUNE RICHARDSON DONNELLY
Director

University of Washington

The University of Washington library school began the fall quarter with the largest enrollment in its history, 39 students; 22 of these are graduates, the other 17 are college seniors.

Irene Tully, '19, appointed librarian, Georgetown branch library, Seattle.

Rosamond McCredy, '23, assistant, Public library, Brooklyn, N. Y.

Myrtle Funkhouser, '23, assistant superintendent of traveling libraries for the state of Washington.

W. E. HENRY
Director

Western Reserve university

The total registration of students is 64, divided as follows: General course 32, partial courses 6, junior children's course 7, senior children's course 19. The junior children's course is given this year for the first time, combining special training with the fundamental subjects in the general course. Class work has begun with gratifying results from the smaller groups of students in technical subjects.

The following colleges are represented by degrees or two years of college work: College for women, W. R. U., Ohio university, Athens, Ohio state university, Oberlin college, Hiram college, University of Chicago, University of Michigan, University of Illinois, University of Minnesota, University of Nebraska, Kalamazoo college, Wellesley college, Wooster college, Baldwin-Wallace college, Washburn college, Skidmore college and Trinity college.

The position of instructor in Library methods has been filled by Evelyn M. Foster, B. A., University of Oregon, University of Illinois library school, '24-25. Miss Foster comes from considerable experience in the library of the University of Oregon. She also taught in the library summer session at the University of Oregon last summer.

In addition to the courses begun by the full-time members of the faculty, the

Public Libraries

Principles of education, given by Prof G. C. Robinson of the College for women, W. R. U., has begun.

The first visiting lecturer for the school year was Charles F. D. Belden, president of the A. L. A., and librarian, Boston public library. Mr Belden gave the students a most stimulating presentation of the function of the public library, as well as telling them something of his own work and experiences and the prospects for the A. L. A. conference in 1926.

The students have been visiting the libraries of the university, the Cleveland public library, the East Cleveland public library and other libraries in the vicinity that will be used by them in their work, and also the Museum of art.

Alice G. Gaylord, '06, has returned to Western Reserve university to complete her academic work at the College for women.

Lela F. Covert, '24, is a student at Boston university.

Katharine Shorey, '24, is a student at Columbia university (Barnard college).

Helen Chapin Twing, '21, was married, September 24, to Coleman L. Davidson of Atlanta, Ga.

Kathryn Lois Moore, '25, was married, September 26, to Robert McDowell Boyd of Cleveland.

Alice S. Tyler
Dean

Library training and apprentice classes

The Board of education for librarianship this year is making a study of library training and apprentice classes. Information is desired about all classes being conducted in libraries throughout the United States and Canada. The name of the instructor in charge of the class, opening and closing dates, and days of the week, with hours in which instruction is given (stating hours for each day if they vary), should be sent to Harriet E. Howe, executive assistant, Board of education for librarianship, 86 East Randolph Street, Chicago.

Ontario training school

The Ontario school for the training of librarians is again in session in Toronto with an attendance of 32—all that could be accommodated. As heretofore, its ses-

sions are being held in the assembly room of the Public library's main building. The personnel of this year's class is said to be even above the fine average of previous years.

How Can We Improve Library School Teachers?

At a meeting of the Professional Training section of the A. L. A. at its conference in Seattle in July, W. E. Henry, director of the library school of the University of Washington, in discussing How can we improve our teachers? said:

The defect in the library school teaching is akin to most of that done in other teaching institutions, that is, inefficient teaching rather than inadequate scholarship.

Qualifications for efficient teaching fall in two classes, knowledge of the subject and the ability to teach. In the professional school, especially, the teacher must see the subject as applied in service and as an inspiration for life itself. He must have the power to organize the materials of his subject and must set them forth in such manner that the student may not only see clearly the facts necessary, but may get the relations and the organization of the facts. And last comes the essential quality of the good teacher—the power to inspire. I want to urge two points of special significance in library school teaching: 1) The teacher must do his work with such spirit that the student must grow into respect for the educational and social service that the library can render. 2). The scope of the teaching must be such that the student will have such an organic grasp of it all that to him the work of the library becomes a profession.

The library school is fortunate in its ability to combine a teaching position with actual service in a library. The director of a school must first select the person who can do. Out of the number who can do, he must select those who possess the idealizing power to see what ought to be and will ultimately be, combined with a keen interpretative sense.

Department of School Libraries

Neglected Opportunities in the High-School Library¹

The service of the high-school library can never be greater than the ideals and vision held for it by the librarian, the principal and the board of education. Of these three fates presiding over the destinies of the library, the librarian, although third in official importance, has the primary, the immediate, influence over the service of the library; her failure in vision, in insight, in enthusiasm or in execution can alone wreck the whole structure. On the other hand, if the principal and the board fail in support of organization, of maintenance, and in conviction of policy, the librarian can accomplish little.

Opportunity for the high-school library in any sense comes into being only with recognition and definition of its importance in the educational system. The character and position as an educational agency, which recent years acclaim for the high-school library with increasing ardor, are but the reflection of change and development in thought concerning the contribution of secondary education.

When the high school, not so many years since, was a store-house where pupils acquired the correct weights of information demanded by colleges and universities for admission into their halls, the high-school library—if there were one within the school—was little less than a collection of books used, at times, to supplement the textbooks; every student, whether or not he was university-bound, with disregard of his special talents, his abilities and his handicaps, was forced by this autocratic high school through the same college-influenced curriculum. Statistics indicate that, under this condition, even fewer pupils completed the high-school course than at present.

Only recently has the high school been regarded as a social institution in which the ideals of our democracy demand for

every pupil that preparation for citizenship and for life which will enable him to make his highest contribution to his country and to society, and at the same time to receive his just share of both material and spiritual reward; this new realization of the power and opportunity for the high school has necessarily aroused the library to its own possibilities of service.

The organization of the library within the school partially determines the effectiveness of its service. Unless the library has distinct entity and equal classification with every other department, unless the librarian has full rank as head of a department, and the library has the hearty cooperation and deepest respect of the principal and the teaching faculty, successive handicaps for its best service will arise. The librarian of a Mid-west high school only recently complained against the unfairness of curtailing the pupil's privileges within the library, as punishment for offense or because of failing work in another department. A teacher in this school had reported to the principal that a pupil was failing in algebra and that she had seen him reading magazines during his library-hour; complying with her request, the principal required the boy to forfeit his library privileges until his class-work was satisfactory. In other schools teachers are empowered to call students from the library for any reason whatsoever—for making up class-work, for preparation for class-plays, May fetes or other school activities. The library-hour of the pupil must be safeguarded against intrusion by other interests so that the pupil thus protected will enter with joyous abandon into the delights of a good story, an interesting magazine article, or, in this atmosphere so favorable for good study habits, will prepare a lesson without interruption.

The latest statistics of the U. S. bureau of education state that less than 47 per cent of high-school pupils complete their course. A problem which should lie heavily upon the conscience of American educators gains in seriousness when

¹Presented at meeting of School Libraries section, A. L. A. conference, Seattle, July, 1925.

viewed in the light of this condition. This problem is the use and abuse of leisure time, and its solution is one of the goals which the A. L. A. has set in its campaign for adult education. Adult education should not begin with the adult but with the adolescent. The contribution of the high-school library to this movement can be a foundation of good reading habits and standards of appreciation laid for the pupil in the short span of his school life. The immediate question confronting the high-school library is how to meet this opportunity most effectively. Throughout our high schools large numbers of the student body come from homes where the process of making a living and, in the case of many, the adjustment into the environment of a new country, constitute a positive struggle and supersede activities and influences which make for culture; others in large numbers are fallen heirs apparently, not to the finest appreciation which their antecedents of birth, social position and material wealth would suggest, but to a confused order of evaluations influenced by the many distractions of the day. Before they are beyond recall, some agency—and is it not logically the high-school library?—must arouse these pupils to feel sincere appreciation and sheer delight in reading as a recreation. This is a broad term, including reading as literature in books and magazines; magazines in particular have insidious power for good or evil dependent upon their character, through their wide distribution, low cost and availability to families of every class. The Library committee of the Student Welfare council of the Omaha Technical high school recently conducted a survey of home libraries and reading habits of the pupils; 3051 voluntary replies revealed that the cause for gravest concern is in the prevalence of low-grade magazines. The term reading for recreation also includes reading as a means to the acquisition of skill in all activities that recreate and give new life. The absorption of some of our pupils in books and magazines dealing with radio or with arts and crafts work suggests the response they would give to other subjects vitally presented.

The administrators of the Omaha Technical high school hold a passionate conviction that the pupil's equipment for a full responsibility for citizenship and for its enjoyment is the prime function of the school. The library is conceived as being one of the vital agencies in the training for citizenship and for social progress. To incorporate these ideals within the life of the school, a problem of organization arose. The school's enrollment, now numbering more than 4000, has grown by leaps and bounds. About half of the student-body are either foreign-born or are children of parents who have come to America to establish homes. Only about one-half of the pupils complete the high-school course, and for about 85 per cent of this number the granting of the high-school diploma marks the end of formal education. The solution of the problem resulted in the organization of the curriculum around the library. Under this plan each pupil has at least one library-hour a day. The libraries in no sense assume the aspect of study-halls. A teacher, it is true, has charge of the roll-taking and of general discipline. To the librarian must be reported all disciplinary cases before drastic measure is taken; she becomes a higher court of appeals. The total banishment of the pupil from the library bars to the librarian future avenues for influence and guidance in his reading and use of books. As soon as attendance is recorded in this library, the pupils are permitted and even encouraged to leave their seats and browse at will among the open-shelf stacks. Library practice in the past has frowned upon definite assignment to the library. In the case of the Omaha Technical high school, it is problematic if more than one-tenth of the student-body, without definite period assignment, would ever become acquainted with the library. Physical conditions alone would oppose a wide use of the libraries which are situated on the fifth floor of a spacious building.

Within the library, as elsewhere, impressionable youth is influenced by contact of personalities, by the reception of himself and his requests and by subtle influences too numerous for definition. In

view of these facts, the representatives of the library, which justifies its existence only through its contribution to the pupil, should be the persons best fitted for the work through technical training and experience. This ideal necessitates that a professionally equipped staff be posted at every vantage point within the library: in the stacks for aid in book selection, near the reference collection, and at the charging desk—not at this latter point for the mere stamping of books but for advice in reading, for the prevention of too superficial reading and for many other influences which clerical help, however indispensable in other services, should not be required to give. Within a school library the librarian at the charging desk becomes upon necessity the militant defender of the pupil's library citizenship; here may be checked habits of carelessness and selfishness in the practice of overdue books, and habits of thrift encouraged through appeals for banking of money instead of the wastefulness of library fines.

It is the usual experience that teachers and librarians accustomed to the old study-hall methods of a high-school library will be bewildered and shocked by the freedom of the pupils within a library of the sort under discussion. Teachers will frequently protest that John or Mary has spent the whole period aimlessly looking at pictures and books. As the librarian has so often met this objection, is it not infinitely better for the pupil to browse at will in the environment of good pictures and books from which he cannot help gathering some impulse for good and for beauty than to remain fixed in his place, gazing vacantly into space, or, with all semblance of good order, writing notes actually vicious in character? Business institutions expend large sums through advertisement and invitation to lure the public within their shops. If the modern library is concerned with the profitable use of leisure time and with American culture, and if it believes that a formation of good reading habits is one solution to these problems, it must make its whole atmosphere attractive with subtle invitation

to discover there, in freedom, the joy, the comfort, the enthusiasm and exaltations which enrich life.

Some understanding of the psychology of adolescence must be achieved by the librarian if she would have the best results in library service for this mystifying age. Much sympathy must be held for the restlessness of youth which may be checked for a time by meeting and developing the interests of the boy and girl. This restlessness is not always viciousness or a willfulness to be disturbing; through his natural quest for excitement and his curiosity for knowledge the adolescent rushes headlong into every avenue that opens to him. But this same restlessness restrains him from the sustained application possible to an adult unless his interest in this quest is continually stimulated by new phases and materials. Herein lies opportunity for the library. Though not having the same close and frequent contact with the pupils enjoyed by the teacher, the librarian is handicapped in not knowing the pupils' capacities and limitations. It is always possible for her, however, to obtain the teachers' interpretations of the pupils' needs, natures and abilities. With this equipment there is less danger of the librarians providing mental and spiritual narcotics to some and overlooking the needs of others less aggressive.

The librarian meets many extreme types of adolescent readers as interpreted in terms of library attitudes: the bluffing type whose manner, brusque and even harsh, often hides a nature sensitive to all that is fine and beautiful; the type that is lazy, willing just to sit, though not disturbing others. He must be aroused and interested intellectually. He must not drift. Then the self-conscious, nervous pupil—often a freshman whose very timidity restrains adequate expression of his needs; his timid request that the librarian walk the length of the room with him gives her opportunity to point out the businesslike attitude of other pupils and to explain that everyone is so interested in his own affairs that he will not be noticed. Another extreme type is the school

idol of the hour—often the athletic hero or recent winner of a popularity vote—whose hail-the-conquering-hero attitude will soon be checked with the assurance that library service will be given him only upon the same evidence of good citizenship displayed by the other pupils.

With the library-centered curriculum, the library becomes the nucleus of all class-work. If the librarian provides adequate materials which may be woven into the teaching of the subjects, increasing the interests of the pupils and enriching the content of the courses, she builds a need for immediate contact with the pupils. Present-day methods of teaching give the pupils wider scope in the choice of materials than in the days when definite assignments were made to books. In all reference work, which is always a strategic point of contact for the library, the librarian has three opportunities to develop: To furnish information for the request of the moment; to train the pupil to apply instructions he has received in the use of the library and to supplement this instruction; to point out to the pupil while his interest is at white-heat other paths down the wandering of which he finds "a seventh heaven of delight."

After using the more obvious material for a report on "Courage" for his class in business relations, a pupil was told about Hugh Walpole's *Fortitude*. The first few lines and graphic picture following will hold any boy's attention: "'Tisn't life that matters! 'Tis the courage you bring to it!" You remember the little boy, Peter Westcott, pondering over the philosophy of the ancient man sitting in the dim twilight of the "Bending Mule Inn." The high-school boy projected himself into the personality of Peter Westcott as youth has a habit of doing with all characters which interest them. He enjoyed the book. And then he was given that delightful lecture, "Courage," by Sir James Barrie. He may not have understood all this lecture; it holds too much of life for that, but no doubt he will read it again and ponder, and grow with the pondering. And later readings will disclose new truths to his consciousness

whereby he will feel an exultation in comprehending something he had not seen before.

Through guidance of this sort the library makes practical application of the conviction that "the one best possible result of education, its great end and aim, should be to prepare the children of the community for the far greater work of educating themselves."

MARIE M. HOSTETTER

Assistant librarian

Technical high school
Omaha, Nebr.

An Interesting Study¹

There is nearly ready for press a compilation, *Courses in teaching the use of the library*, with Notes on school library progress. This is to be published by the American Library Association. The study will consist of three sections: 1) Essentials in teaching the appreciation and use of books in elementary schools; 2) A minimum course of instruction in the use of books and libraries for high schools; and 3) A course of study in the use of the library for teachers' colleges and normal schools.

Of the writing of books for children today there is no end. Supervisors of work with children and children's librarians spend many hours in reading these books and deciding which ones are desirable to add to the libraries' juvenile collections. But the question still persists as to the qualities which make a book interesting and appealing to a child of average intelligence, who has a certain amount of reading ability. What do they like and why do they like it? In what way does their judgment differ from that of the trained adult reader of children's books? It is expected that before the end of this year there will be published the *Winnetka Book List*, which will answer such questions. Many of you know that Dr. Carleton W. Washburn, superintendent of Public schools of Winnetka, Illinois, has been making a study which will undoubtedly yield valuable information regarding the likes and dislikes of chil-

¹From an address by President Belden.

dren in reading. Nearly thirty-seven thousand children from schools chosen at random in many parts of the country have reported on books read by them. After reading a book, each child has sent a report checking one of the following remarks: "One of the best books I have ever read"; "A good book, I like it"; "Not so very interesting, I do not like it"; and also one of the following: "Too easy"; "Just about right"; "A little hard"; "Too hard."

Following this the child has told in his own language what he likes best about the book or why he does not like it. With these ballots from the children as a guide, the books are being graded. Inasmuch as this list when published is sure to be used as a buying list, it has been planned to omit the titles which experience has shown are not acceptable in a library collection of children's books. The annotations to the titles in the printed list, collected from the children themselves, will form the unique feature of the book. This study will yield many interesting results.

Teaching Classification in the Grades

Perhaps school librarians elsewhere will be interested to know one of the results we are getting from the instruction in classification of books, which we have given in some of the elementary schools in Minneapolis. It is the interest which pupils are taking in "arranging" their individual libraries.

Donald Hauge has just been in and his case is a good illustration. He is arranging his library this vacation time. It is several months since the fifth grade class, of which he was a member, had a classification lesson in one of our elementary school library stations, and Donald had forgotten where his copy of the classification outline had been carefully put away. He came to get a second copy and this conversation took place:

"How many volumes have you, Donald?"

"About 150, counting some *literature* and Latin books which mother gave me."

"Are most of them books of fiction?"

"Yes, but there are a lot of non-fiction books, too."

"Can you tell what subjects the non-fiction books are about?"

"Yes, I can make out a list of the subjects. You said an encyclopedia is a general work, didn't you?"

He sat down and wrote the following subjects: General works, English, Mathematics, Literature, History, Quotations, Spelling, Geography and Essays.

After a few questions, we helped him to assign the call numbers which he will use.

Sixth and seventh grade pupils sometimes make catalogs of their little libraries, after they are arranged. Donald is a little young to do that this year.

If every elementary school pupil in the city could understand subject grouping of books as well as these young classifiers do, the use of a public library would be shorn of all mystery for the next adult generation.

MARY ADELE TAWNEY

Head of School department

Public library
Minneapolis, Minn.

Education Week

The week of November 16 has been chosen for American Education week. Monday will be Constitution day; Tuesday, Patriotism day; Wednesday, School and Teacher day; Thursday, Conservation and Thrift day; Friday, Know Your School day; Saturday, Community and Health day, and Sunday, For God and Country day.

A resolution adopted in 1923 by the World Federation of National Education associations was amended at the meeting of the association in Edinburgh in July of this year, and now reads:

That the W. F. N. E. A. encourage the establishment of a universal library office and inquire into methods of bibliography and their possible advances. This office may ultimately be connected with a world or international university.

News from the Field

East

Mary H. Davis, N. Y. S. '13, has resigned as assistant librarian, Public library, Lynn, Mass., to accept a similar position at the Public library, Brookline.

The MacCurdy-Salisbury wing of the Phoebe Griffin Noyes library, Old Lyme, Conn., was opened, October 2, with appropriate ceremonies. The erection of the wing was made possible by a bequest from Evelyn MacCurdy Salisbury, "whose interest in the work of the library never failed."

Frank G. Willcox, librarian of the Public library, Holyoke, Mass., was the guest of honor at a reception given by the library and interested citizens, October 5, to celebrate his 25 years of service with the library. The occasion was a memorable one and high esteem was widely expressed for Mr Willcox personally and for his work.

F. Mabel Winchell, librarian, City library, Manchester, N. H., reports a number of unusual things in the way of publicity for the library during the past year, among them a library float in the Winter carnival, a trustees' evening and a series of articles in the daily press. An open-house day added to the general friendly spirit of its users toward the library.

The Public library, Westerly, R. I., in its annual report for the past year, records a home circulation of 154,403v., 10v. per capita; 45 per cent of the books were borrowed from the children's department. Close coöperation with the schools has been maintained during the year and deposits of from 20 to 40 books were placed in 42 classrooms. Seventh and eighth grade classes visited the library where talks on the use of the catalog and the arrangement of books on the shelves were given. The library maintains three book stations in outlying sections of the town. There were 12 organizations which met regularly in the library, with a total of 76 meetings in the building. The outstanding needs of the library are more open shelf room to relieve the crowded

condition of the stacks, suitable work-rooms for preparing and cataloging books, a book lift and a staff room.

The report of the City Library association, Springfield, Mass., for the year ended, April, 1925, describes various systematic reading courses printed by the library and numerous other courses obtained from various colleges, state commissions, the A. L. A., etc., made available to readers. The library has served as a clearing house for information about courses of study in Springfield open to men and women, more than 100 such courses, ranging from elementary to academic and professional, being recorded in the card index. Classes and courses of lectures have been conducted by the museums, and through affiliated organizations like the Poetry society, the Art league, the Garden club, etc., and frequent exhibitions comprising paintings, engravings and other objects of art, amounting in value to more than \$100,000, have been held. Renewed attention has been given to work for foreigners, folders being issued in seven languages, members of the staff speaking at social gatherings, visiting the evening schools, bringing groups to the library and in various other ways coming in direct personal contact with the foreigners. Catalogs, lists, circulars, etc., have been issued, and the assistance of various organizations and individuals enlisted in distributing them.

The library now has 360 phonograph records, representing the very best music, and these have circulated 7483 times. The unending demand for pictures, plates and illustrative material for all sorts of purposes by artists, students, advertisers, illustrators, designers, lecturers, newspapers, clubs, etc., is noted by the Art department, 116,104 pictures having been circulated.

Central Atlantic

Robertta M. Doxsee, Pratt '19, has become librarian, Public library, Bound Brook, N. J.

Elizabeth W. Hubbard, Pratt '24, assistant, Princeton university, was married, June 20, to Merrill W. Seymour.

Mary Beck Snyder, N. Y. P. L. '12-13, has been appointed librarian, Public library, Milton, Pa.

Irene A. Hackett, Pratt '97, formerly librarian, Scudder school, New York, has become librarian, Public library, Huntington, L. I.

Lillias P. Nichols, Pratt '16, formerly in the Brooklyn public library, has been made librarian, Van Buren branch, Public library, Newark.

Esther A. Bassett, Pratt '23, formerly on the staff of Pratt Institute free library, has been made first assistant librarian, Free public library, Summit, N. J.

Word has recently been received of the death last May of Mrs George C. Cady (Katherine Rutherford, Pratt '06), formerly of the Osterhout library, Wilkes-Barre, Pa.

Dorothy M. Emmel, Pratt '19, has become assistant supervisor of work with children, New York public library, succeeding Marion H. Fiery, Pratt '17. The latter becomes head of the Children's department of E. P. Dutton and Company, New York.

Margaret W. Brown was married, October 14, to John Pierce Herrick, at her mother's home in Riverside, Cal. Mrs Herrick was in library circles for many years, first in Iowa in connection with library commission work, whence she accompanied Miss Alice S. Tyler to Western Reserve University library school. Her new home will be in Olean, N. Y.

The Staff association of the New York public library has addressed itself to the New York State federation of labor asking an investigation of the Library Employees' union with regard to a letter which the latter has sent to the Board of estimates in opposition to the request sent to the board by the New York Public Library Staff association asking for an increase in salaries. The Library Employees' union, it is stated, recommends the salary increase on a much lower basis, advocating 60 per cent less than the Staff association is asking. The outcome of this will be watched with interest.

The Chivers Book Binding Company has been reorganized and removed to larger quarters at 126 Nassau Street, Brooklyn, N. Y., where it continues to expand. Mr Chivers' name, special methods and materials, and well-trained staff remain intact, with additional machinery and equipment and largely increased space. It is the intention of the new officers to serve both libraries and others interested in binding on a vastly increased scale. The new location, in a modern fireproof building, is at the entrance to Manhattan Bridge Plaza.

At the solicitation of American book-buyers, in 1905, Mr Chivers founded the Chivers Book Binding Company as a branch of his far-famed company, Cedric Chivers, Ltd., of Bath, England. The new organization had its start in a small shop in Fulton Street, Brooklyn, N. Y. In 1907, it was incorporated as the Chivers Book Binding Company under the state law of New York, Mr Chivers retaining his title as president and director. The plant was then moved to 911 Atlantic Avenue, where it occupied the entire building. In 1924, the plant was sold to Frank M. Barnard, president of F. J. Barnard & Company, Boston, and to Karl F. Schaefer of New York.

Central

Doris Kellogg, Pratt '24, has been made librarian, Proviso Township high-school library, Maywood, Ill.

Martha S. Grant, Pratt '24, has been made cataloger and classifier, Mount Union College library, Alliance, O.

Grace Dorival, formerly of the Vermont state library, has resigned to become librarian of the Public library, South St. Paul, Minn.

Elizabeth McMullen, N. Y. S. '15-16, has been appointed reference assistant in the undergraduate study halls at the State university of Iowa, Iowa City.

Harriot R. Ewald, Pratt '21, librarian, Central branch, Y. W. C. A., New York, has been appointed librarian of the collections at A. L. A. headquarters.

Mary E. Rossell, N. Y. P. L. '12-13, '14-15, has been appointed head of the

Circulation department, Fort Wayne and Allen County public library, Fort Wayne, Ind.

Paul R. Byrne, N. Y. S. '15, for the past three years in charge of the Reference department, Notre Dame university, has been appointed librarian.

Edna M. Hull, N. Y. S. '16, formerly instructor and librarian, East Junior high school, Warren, O., has joined the staff of the Public library, Cleveland, O.

Anne C. Keating, Pratt '08, assistant librarian and cataloger, Indiana State Normal School library, Terre Haute, is now librarian, Ohio university, Athens.

Janet E. Hileman, Pratt '15, librarian, State normal school, Clarion, Pa., has become librarian, Harding junior high school, Lakewood, O.

Evelyn E. Nelson, N. Y. S. '22-23, formerly in the Reference department, Public library, Kalamazoo, Mich., is now reference librarian, Public library, Superior, Wis.

Mildred L. Methven, N. Y. S. '22-23, formerly librarian, Public library, Faribault, Minn., has joined the staff of the Minnesota State department of education, St. Paul.

Ruth Montgomery, N. Y. S. '20, for the past seven years assistant legislative reference librarian, New York State library, has joined the editorial staff of the A. L. A. Publishing board, Chicago.

M. Isabella Brokaw, Ill. B. L. S. '20, has resigned as librarian, National Aniline & Chemical Company, Research library, Buffalo, to become librarian of the Standard Oil Company of Indiana, Whiting.

The library of Indiana university, Bloomington, has completed plans for a three-story wing, 110x50 feet, to enlarge its space. A one-story addition will be built on the north side and will extend 38 feet from the present building.

Earl W. Browning, for some time librarian of the Public library, Hamilton, Ontario, has been appointed librarian of the Public library, Peoria, Ill. Mr Browning was formerly librarian of the Public

library, Jackson, Mich., and is a graduate of the New York State library school.

The report of Alma College library, Alma, Mich., shows that the work of reorganization begun in the summer is progressing and will probably be finished this coming year. The new card catalog now contains 55,355 cards. Ruth I. King, A. B., and Elizabeth Williams, A. B., have been appointed as assistants in the library.

The annual report of the Public library, Flint, Mich., for the year ending June, 1925, shows expenditures of \$60,149, of which \$32,000 was for salaries, \$15,000 for books and \$5000 for rebinding. Book collection totals 86,790v. and the circulation was 574,234v.; registration, 33,293. There are five branches and two more were opened in September.

A system of collecting fines on over-due books which is said to be "changing rather sullen debtors into cordial friends" has been introduced at the Public library, Princeton, Ind. The regular fine, two cents a day, is reduced by half provided it is paid when the book is returned. The librarian states that the plan is not only a saving of time for the library but has brought about a more cheerful attitude toward the institution on the part of delinquents.

The annual report of the Public library, Indianapolis, Ind., records the following: Population served, 358,819; number of agencies, 155; books on the shelves, 371,751; books lent for home use, 1,762,387, of which 56 per cent was fiction; registered borrowers, 101,653; 82 per cent of the grade school children hold cards. Cash collections and miscellaneous gifts reached \$11,993; maintenance expenditures, per capita, 88 cents; total expenditures, \$359,308, including \$26,250 bond interest.

Harold F. Brigham, for three years directing librarian, Public library, New Brunswick, N. J., has resigned to join the staff of A. L. A. headquarters in Chicago. Mr Brigham will be associated with Dr W. W. Charters, director, Institute of methods, University of Chicago, in the work which the latter has undertaken for the Board of education for librarianship.

Mr Brigham has had a number of years of experience in higher forms of library service and comes to his new work well equipped both by experience and study. Anita M. Hostetter, A. B.; Kansas, B. L. S., Ill., for some years connected with the Kansas State teachers college, Emporia, and later with the Technical high-school library, Omaha, Neb., will be assistant to Mr Brigham.

A lantern slide lending service on a large scale has been added recently to the work of the Public library, Chicago. The collection, comprising over 33,000 slides and 17,000 negatives, is a gift from Albert W. Swayne of Chicago, in whose honor the collection has been named. The slides will be lent under the rules of the library, loans to be made for educational and recreational purposes and not primarily for profit. Arrangements have been made for lending the slides to non-residents for a small fee. The collection embraces subjects in travel, geography, art, history, biography, commerce, industry, agriculture, sanitation, housing; natural science, nature study, literature and music. No printed catalog of the collection has yet been issued.

The report of the librarian of Adelbert College library, Western Reserve university, Cleveland, shows 122,000v. in the library and a total circulation of 15,042v. There are 4621v. on the reserve shelves. The library has found it expedient to close the stacks to the students although the stacks have been accessible for many years. Extensive alterations and improvements in the building have provided sufficient space for three years' growth. Two new endowments increased the endowment fund of the library to \$30,000, although the principal income of the library is appropriated by the college trustees. The librarian, George F. Strong, has also been made librarian of Case library, now affiliated with Western Reserve university and containing 110,000v. in all departments of literature.

At the annual conference of the Eastern division of the Illinois State teachers' association, at Charleston, October 9, the library of Eastern Illinois State teachers'

college, where the meeting was held, as usual made a special feature of exhibiting helpful material. Most of the exhibits were placed on tables in the library and pencils and paper were ready for copying titles of books, etc. In the hall were four large tables on which was placed free advertising material sent out on request by some 20 firms. Many of these advertising pamphlets are of great value, for instance the Merriam pamphlet on the use of the dictionary, and other pamphlets showing courses of study in English for high schools. Special exhibits of illustrated editions of children's books, supplementary reading in history, books on dramatization, physical education and games, were particularly interesting. The teachers were quite interested in the exhibits and the library staff was kept busy answering all sorts of questions. For a number of years the library has been open during these meetings, with similar exhibits, and all have proved their value, judged by subsequent results.

A five year survey of its growth and activities has recently been issued by the Public library, Des Moines, Ia. The survey covers the period of administration by the present librarian, Grace D. Rose, whose vision has done much to make real the library's ambition to "complete a network of stations and branches as a means to broader education and consequently better citizenship."

The review shows that the library now contains 181,000v., an increase of 20,000v. a year during the five-year period; an increase in daily circulation through all agencies of from 1094 to 2693; the number of branches and stations has trebled; the number of books used in the public schools has multiplied by four; the library staff has doubled; the books lent for home reading has increased over 150 per cent. During this period, there has been no appreciable increase in the library's income. A chart illustrating the library system, its departments and distributing agencies, as well as charts setting out the institution's growth in various divisions, add to the interest of the survey.

Statistics for 1924-25 appended to the survey give the following: Population served, 140,910; number of agencies, 80; total number of books, 181,278; newspapers and periodicals received, 432; circulation for home use, 826,919v., a per capita circulation of 5.87; registered borrowers, 46,318, 32.8 per cent of the population; receipts, \$130,317; expenditures, \$113,463, 80.5 cents per capita.

South

Nancy W. Sydnor, Pratt '20, librarian, Randolph Macon college, Ashland, Va., was married, September 9, to Joseph B. Haley. Mrs Haley will continue her work.

Edna Grauman has been appointed head of the Reference department of the Public library, Louisville, Ky. Miss Grauman was for nine years librarian of the Louisville Male high-school library.

Mrs. Winifred Lemon Davis, for a number of years connected with library affairs in Wisconsin through its commission work and the Wisconsin library school, has been appointed principal of the library school, Carnegie library of Atlanta, Ga., to succeed Susie Lee Crumley.

Margery Doud, for some years librarian of the Carondelet branch of the Public library, St. Louis, Mo., has been made chief of the newly created Readers' Advisory service at the main library. Her duties will include those of library hostess, a position long held by the late Mrs Speck. Elizabeth Summersby of the Stix branch succeeds Miss Doud at the Carondelet branch and Irene Fisse, at present in the main library, replaces Miss Summersby.

The Public library, Richmond, Va., has recently come into a handsome gift through the will of Mrs Sallie May Dooley, who bequeathed \$500,000 to the city for the erection and equipment of a memorial public library to be known as the Dooley public library.

The public library movement in Richmond has, from the beginning, been composed of a series of memorial libraries, or collections, and, to a certain extent, this may be something of its future history. The total of the initial collections aggre-

gates more than 20,000 volumes. There has since been added the beginning of what is intended to be a substantial memorial devoted to music, in memory of Mrs Florence D. Heuquembourg. A Sidney Lanier collection of poetry and drama was established by H. H. B. Meyer of the Library of Congress shortly after the opening of the library.

A colored branch was opened in July, 1925. The collection there consists of 1500 volumes made up from the general library, but this, too, may be regarded as a memorial library by the colored citizens.

Since the Public library opened in November, 1924, 110,000v. have been lent and nearly 10,000 borrowers registered.

The program for the building of the permanent main library has not yet been begun.

West

Marion C. Terry, N. Y. P. L. '19-21, has been appointed librarian, Carlos M. Cole junior high school, Denver, Col.

Jessie J. Glass, Ill. '16-17, has accepted the position as head of the Circulation department, University of Nebraska library.

W. Taylor Purdum, N. Y. S. '24, has resigned from the staff of Ohio State University library to become librarian, Carnegie free library, Ogden, Utah.

Pacific Coast

A. Eugenie Vater, N. Y. S. '15-16, has resigned her position at Purdue University library to join the staff of the Public library, Santa Monica, Cal.

H. O. Parkinson, for five years librarian of the Public library of Stockton and San Joaquin county, Cal., has resigned, his resignation to take effect, December 1.

Lenore Townsend, superintendent of children's work, and for 12 years a member of the staff, Public library, Spokane, Wash., has resigned. Beatrice Doty, Public library, Portland, Ore., succeeds Miss Townsend. Emma Stephenson, University of Oregon library, has been made head of the order department. Edna Michaelson, formerly connected with the Spokane library, and who has been recently graduated from Washington State

college and the New York Public library school, has been appointed reference librarian.

The following appointments have recently been made on the staff of the Library Association of Portland, Ore.: Nell Thompson (Pitts.), children's librarian, East Portland branch; Mrs Ethel B. Watson (W. R.) and Mrs Anne C. Haxby (Wis.), circulation department, the latter succeeding Margaret E. Bates (Pratt) who was transferred to the school department; Madeline Allen (Wis.); Mrs Helen Wilson, technical department; Mrs Dorothy S. Kelly, librarian, U. S. Grant high school; Mary K. Murphy (Simmons), transferred from Rose City Park branch to Arleta branch; Ella Muir (Los Angeles), children's librarian, South Portland branch; Marie Sneed (Wash.), librarian, St. John's branch.

An attractive report received is that sent out by Mrs Alice G. Whitbeck, librarian, Contra Costa County free library, Martinez, Cal. It is a facsimile of a little red book, pocket-size, a "dumpy 12°." The binder's title and side title is Facts About the County Library. The inside pages after the cover page contain facts about the library which show it to be what it really is—one of the active factors in educational work of that part of California. The library sends books to 43 branches and 55 schools, 14,352 to the former and 20,976 to the latter in 1924-25. During this period, 1743 special requests were filled. The third page emphasizes new forms of queries and the importance of the library in the community. The back cover page lists the localities in which branches are situated. A map of Contra Costa county accompanies the report and shows by various colored dots the location of the 93 distributing points through which the library serves the entire county.

Canada

Two of the branches of the Public library, Toronto, Ont., have been awarded premier merit by local organizations in competition for showing the best kept grounds. The general provision made by the Toronto library board for the care

and beautification of the grounds of its several library buildings has resulted in these being made veritable beauty spots in their respective localities. The flowering shrubs, attractive perennials and annuals, and neatly trimmed lawns which surround the buildings—attractive in themselves—have evoked much admiring comment.

Foreign

The report of the Imperial library, Tokio, Japan, for the year 1923-24 records 370,185 books in the library. Of these 283,446 are Japanese and Chinese books. The remainder are classed as European books. In addition, the library has 243,410v. not yet included in the general catalog. The number of books read was 714,844, of which literature and language made up 27 per cent. The number of readers was 280,003, a decrease of 16,526 compared with last year.

The *Congressional Digest's* Aviation number contains an excellent *pro* and *con* discussion of a unified air service, a subject now occupying public attention. Copies available at 75 cents each. Order from *Congressional Digest*, Munsey Bldg., Washington, D. C.

Wanted—Pacific Northwest library wants senior assistant for circulation or reference work. Address Public library, Tacoma, Wash.

Wanted—Trained children's librarian to take charge of Juvenile department in library of 20,000v. Public library, Chisholm, Minn.

Wanted—Expert cataloger wishes temporary engagement in Florida, Alabama or Porto Rico, January-April, public or private library. Experienced in research. Address E. Carter, Room 40, 171 Main St., White Plains, N. Y.

For Sale—*Harper's Magazine*; v. 64-101 incl., bound $\frac{3}{4}$ leather; in good condition; 35 cents vol. and freight; *Chautauqua Magazine*, v. 14; bound $\frac{3}{4}$ leather; 35 cents; *World Today*, bound, buckram; v. 17-22-2; 75 cents vol. Public library, Allegan, Mich.